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ABSTRACT

"Achieve" is an independent, nongovernmental organization that was created out of the March 1996 National Education Summit. The summit was convened by the National Governors' Association and the International Business Machines (IBM) Corporation. Achieve's goal is to sustain the momentum generated at the national summit and to support governors and business leaders in their standards-based school-improvement efforts. Achieve will undertake five strategies to meet its mission: (1) provide public leadership in support of standards-based reform; (2) develop and maintain a national clearinghouse on standards, assessments, and accountability systems used by states and countries; (3) offer a voluntary benchmarking program to compare standards and assessment tools among states and countries; (4) furnish technical assistance; and (5) publish an annual public report on progress made toward meeting the commitments. This annual report marks the first anniversary of the 1996 National Education Summit. The report emphasizes two broad themes--productive partnerships and commitments kept. Contents are based on a survey that asked governors and business leaders about their past year's activities. Four sections describe state summits, the commitments kept by the private sector and by individual states, and governors' statements about education. The importance of higher academic standards, assessments, and accountability systems is recognized as a priority throughout the nation. (LMI)

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ED 406 759

1997 ANNUAL REPORT

ACHIEVE

A Resource Center for Governors and Business Leaders on Academic Standards, Assessments, Accountability, and Technology

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March 27, 1997

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Achieve would like to acknowledge the work of Juliana Dunn.

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OVERVIEW OF ACHIEVE

BEGINNINGS

Achieve has its roots in a partnership forged in March 1996. The occasion was the 1996 National Education Summit, convened by the National Governors' Association and the IBM Corporation. With the leadership of co-chairs Governor G. Tommy Thompson of Wisconsin, Governor Bob Miller of Nevada, and IBM CEO Louis V. Gerstner, Jr., along with a planning committee of Governors and business leaders, Summit participants focused on a clear mission -- to build on the effort to establish higher academic standards, assessments, and accountability systems and improve the use of school technology as a tool to reach higher academic standards for all children. The Governors, business leaders, and educators at the Summit framed a consensus that reflected the urgent need to focus their attention, resources, commitment, and creativity on the academic achievement of the nation's children. Recognizing the challenges of the work ahead and responding to the specific requests for assistance from states that already had embarked on this path, the Summit participants agreed to identify a vehicle to provide support.

In October 1996, following the policy adopted by the Governors at the 1996 Annual Meeting of the National Governors' Association, a new independent, non-governmental organization was created, called Achieve. The Board of Directors includes:

Co-Chairpersons
- Tommy G. Thompson, Governor of Wisconsin
- Louis V. Gerstner, Jr., Chairman and CEO, IBM Corporation

Co-Vice Chairpersons
- Roy Romer, Governor of Colorado
- John E. Pepper, Chairman of the Board and Chief Executive, The Procter & Gamble Company

Board Members
- John Engler, Governor of Michigan
- Bob Miller, Governor of Nevada
- James B. Hunt Jr., Governor of North Carolina
- George V. Voinovich, Governor of Ohio
- Robert E. Allen, Chairman and CEO, AT&T
- John L. Clendenin, Chairman, BellSouth Corporation
- George M.C. Fisher, Chairman and CEO, Eastman Kodak Company
- Frank Shrontz, Chairman Emeritus, The Boeing Company

Achieve, Inc., A Resource Center on Standards, Assessments, Accountability, and Technology, cements the partnership of the Governors and business leaders as they proceed with their critical efforts in education reform. By establishing this new organization, Summit participants have met the first of their specific commitments. However, the Board of Directors of Achieve recognizes that there is value in this first accomplishment only if Achieve can provide direct services to support the work of Governors and business leaders as they strive to meet the remaining substantive commitments. Ultimately, the measure of success for Achieve, as well as for the 1996 National Education Summit, will be the progress in every state to implement *and meet* higher academic standards.

MISSION AND STRATEGIES

Achieve's goal is to sustain the momentum, the enthusiasm, and the sense of purpose generated at the Summit and to support Governors and business leaders as they proceed with their leadership roles in standards-based school improvement. Initially, the Board of Directors of Achieve has worked to focus and refine an agenda that will meet specific needs of the states, fill existing gaps in knowledge and services, and avoid duplication of effort or resources. By surveying education leaders, convening potential customers, and meeting with stakeholders, Achieve has been able to develop a clear agenda.

Achieve will undertake five strategies to meet its mission. It will:

1. Provide public leadership in support of standards-based reform;
2. Develop and maintain a national clearinghouse on standards, assessments, and accountability systems used by states and countries;
3. Offer a voluntary benchmarking program to compare standards and assessment tools among states and internationally;
4. Furnish technical assistance; and
5. Publish an annual public report on progress made toward meeting the commitments.

Public Leadership. Achieve will provide the public leadership necessary to ensure that the commitments from the Summit are fulfilled. Achieve will serve as a catalyst for change on the issues of higher academic standards, assessments, and technology and will provide a united voice for participating Governors and business leaders.

National Clearinghouse. Achieve will develop and support a national clearinghouse for the many state and local initiatives to raise academic standards, to develop methods to assess student achievement against them, to create accountability systems, and to expand the use of education technology to achieve standards. The clearinghouse also will lend visibility to these efforts and will help shorten the learning curve for newly elected Governors and newly active CEOs by providing a central source of institutional memory.

While this information will be available at Achieve's headquarters for review, the core of the clearinghouse will be an electronic resource, easily accessible to the public through the World Wide Web at **http://www.achieve.org**. This database will be:

- Easy to access and search;
- Inclusive of state and international examples;
- Organized by school district, state, nation, grade subject area, and target population;

- Updated regularly; and
- Linked to other educational resources and state home pages on the Internet.

Benchmarking. Achieve will offer states the opportunity, on a voluntary basis, to benchmark their standards, assessments, and accountability systems against those of high-performing districts, states, and countries. This will provide essential information and guidance to states as they proceed, increasing the rigor and effectiveness of their systems.

Technical Assistance. Achieve will provide technical assistance to Governors, business leaders, states, and local school districts in the areas of standards, assessment, accountability, and the effective use of technology to achieve standards. Following a rigorous selection process, a range of qualified providers and existing organizations will be identified to provide technical assistance.

Annual Report. Achieve will publish independent annual progress reports on the achievements of the original Summit participants and those companies and government organizations that join their standards-reform partnerships.

This is the first annual report.

INTRODUCTION

This annual report marks the first anniversary of the 1996 National Education Summit. It is not exhaustive. It is intended to demonstrate the scope and diversity of the ways Governors and business leaders are responding to the commitments made at the Summit, but it does not attempt to detail every activity, nor is it a complete state-by-state survey of the steps taken in setting higher academic standards. (For that information, refer to the *Education Week* report "Quality Counts: A Report Card on the Condition of the Public Education in the 50 States" or "Making Standards Matter 1996: An Annual Report on Efforts to Raise Academic Standards" by the American Federation of Teachers.)

This report highlights the intense activity under way throughout the nation as public and private officials focus their attention on implementing higher academic standards, assessments, accountability systems, and technology in order to raise student achievement. It is important to note that this agenda for reform was not born at the Summit. Indeed, much fine work has been under way for years.

By highlighting new work and accelerated activity, as well as the fruits of ongoing labor, this report congratulates all those who are pursuing standards-based reforms and excellence in education. The breadth of the activities, as well as the growing consensus and convergence of efforts from many sectors, provides a strong foundation for ultimate success. By design, this report cannot reflect the incredible efforts undertaken every day by teachers, students, parents, and school administrators to improve academic achievement. However, Achieve's efforts are all ultimately conducted in order to support their efforts, applaud their successes, and help find solutions to the challenges they face.

This annual report emphasizes two broad themes -- Productive Partnerships and Commitments Kept:

> Productive Partnerships. The report describes progress on the activities of the business-education partnerships founded or expanded after the Summit and information on the future plans of the Governors and business leaders for 1997 and future years.
>
> Commitments Kept. The Governors and business leaders who attended the Summit collectively made a series of commitments. Achieve has followed up on what has become of those commitments in order to begin the process of accountability by showing some of the ways these commitments are being honored.

This report is based on Achieve's survey of Governors and business leaders on their activities over the past year to uphold the commitments they made at the Summit. The following is a brief summary of the survey findings.

PRODUCTIVE PARTNERSHIPS

Following the 1996 National Education Summit, twelve statewide summits were held. These summits mirrored the successful elements of the National Summit, bringing together key business, government, and community leaders to work on the issues of high academic standards, assessments, and technology. Each of the summits developed a set of specific commitments and action steps to be taken on the state and community levels. Summits were characterized by:

- Partnerships between business, government, and education;
- Participation by approximately 200 people in both the public and private sectors (Michigan's summit included 1,300 participants);
- Commitments to raising and meeting academic standards (with Nebraska, North Dakota, and Oklahoma beginning the development of new standards);
- Demonstrations of innovative technologies, often conducted by students and teachers with specific plans to link technology, instruction, and academic achievement; and
- A focus on raising the quality of education for all children, with a number of summits examining the specific challenges of urban schools.

(Section A of this report describes the state summits in detail.)

BUSINESSES: COMMITMENTS KEPT

Hiring Practices. The business leaders who attended the Summit are following through on their commitments to implement hiring practices that require applicants to demonstrate specific academic achievement through school-based records. Of this small group, Achieve found that:

- Five companies had relevant policies prior to the Summit;
- Seven companies adopted policies as a result of the Summit; and
- Ten companies are in the process of revising their hiring practices to account for academic achievement.

It is important to emphasize that this progress is only the tip of the iceberg; businesses throughout the country are changing their hiring practices to show students that academic performance counts. In these efforts, businesses are being aided by national organizations, including The Business Roundtable and the National Alliance of Business, as well as state and community organizations.

Location Decisions. Generally, business location decisions take years of careful research and planning, and few such decisions have been made in the year since the Summit. Still, a handful of companies have demonstrated their commitment to base such decisions, in part, on whether states and communities have high academic standards and/or student achievement levels.

Employee Involvement in Children's Education. Companies have developed a number of creative ways to support and encourage their employees' involvement in their children's education. They range from flexible work schedules and scholarships to education hotlines and mentoring programs.

Products and Services to Support Teaching. Businesses have capitalized on their areas of expertise to bring innovative products and services to the education arena. In the majority of cases, these contributions have been technology-related.

Future Activities. Businesses are engaging in a variety of means to ensure their continued fulfillment of Summit commitments. Many have participated in state summits. Others have developed focused philanthropic programs that are based on high academic standards, assessments, and accountability measures.

(Business activities are detailed in Section B of this report.)

STATES: COMMITMENTS KEPT

Higher Academic Standards. Since the Summit, thirty-two states and one territory have reported new activity and progress toward developing higher statewide academic standards. Many of them have also implemented new or improved assessment and accountability measures. In order to build momentum for the establishment of higher academic standards, twelve states have held their own education summits. In addition, thirty states have already submitted their standards and testing tools to be listed on Achieve's electronic national clearinghouse.

Technology. In all reporting states, substantial investments in technology are showing that technology is increasingly being viewed as a necessity in schools to support efforts to achieve higher academic standards, rather than an isolated project. All the state summits have included technology as a major focus of discussion.

Teaching. A number of states are reassessing or implementing new requirements for teacher certification, as well as in-service professional development programs. A smaller number of states are establishing new accountability systems that would hold teachers responsible for student performance.

Future Activities. States have planned a range of activities designed to raise the quality of public education, including implementing higher requirements for high school graduation, new assessment and accountability systems, and innovative technology initiatives -- including used computer donations and state technology grant programs.

(State activities are described in Section C of this report.)

PROGRESS AMONG BUSINESSES

The business leaders who attended the Summit are committed to actively supporting the work of the Governors of their states to improve student performance and to develop coalitions of other state business leaders to expand this support.

PRODUCTIVE PARTNERSHIPS

In the year since the Summit, business leaders in twelve states have participated with government and community leaders in statewide summits. These summits have focused state attention on high academic standards, assessments, and technology. (See Section A.)

In addition, the original participants have recruited new volunteers from large, medium-size, and small companies and from organizations in the public sector. Corporate executives have reached out to executives at other companies; to mayors, school officials, and educators; and to their own employees as they have worked to keep the commitments they made at the National Summit.

As a result of this activity, larger business-education partnerships have developed, with national business associations now following up on the Summit themes. For example, in September 1996, three of the nation's leading business organizations -- The Business Roundtable, the U.S. Chamber of Commerce, and the National Alliance of Business -- announced a common agenda for improving our nation's schools. This marked the first time these three organizations, which represent more than 218,700 employers nationwide, have joined forces. Their statement, titled *A Common Agenda for Improving American Education*, commits the groups to "first, helping educators and policymakers set tough academic standards, applicable to every student in every school; second, assessing student and school-system performance against those standards; and third, using that information to improve schools and create accountability, including rewards for success and consequences for failure."

They have been joined by state organizations such as the Maryland Business Roundtable for Education Reform, the California Business Roundtable Education Task Force, the Texas Business and Education Coalition, and the Washington Roundtable, and many others that are contributing to the implementation of standards reform.

The *Common Agenda* not only endorsed the Summit's focus on standards, assessments, and accountability, but specifically focused attention on two of the commitments made by business leaders. The three national organizations agreed to promote the use of transcripts or other student records in their hiring decisions and in their consideration of a state's commitment to achieving high academic standards as they make business location decisions. In addition, The Business Roundtable, the National Alliance of Business, and the U.S. Chamber of Commerce added a third issue -- directing education-related philanthropy toward raising academic standards and increasing student achievement -- that is also becoming a hallmark of business activity. These three organizations have followed their agenda with specific activities and technical assistance for their national memberships, including a brochure on new hiring practices, *Making*

Academics Count: How Employers Can Motivate Students to Work Hard in School, and a web site offering specific examples and case studies.

The Business Roundtable, through its Education Task Force, also has provided leadership, conducted conferences, and published *A Business Leader's Guide to Setting Academic Standards*. Further business leadership has been provided through the Business Coalition for Education Reform, which has developed and disseminated the *Standards Mean Business Leadership Kit* to provide every business in the nation with the information, materials and assistance necessary to support standards-based reform in the communities and states where employees live and work.

Finally, working with national organizations, business leaders have used the media to focus public attention on the need for high academic standards. The Education Excellence Partnership, created by The Business Roundtable and including the National Governor' Association, the National Alliance of Business, the U.S. Department of Education, and the American Federation of Teachers, has sponsored a public service advertising campaign on this education agenda. The latest advertisement in the series, *Hurdles*, was previewed at the 1996 National Education Summit. In the first six months, ending December 31, 1996, the ad was aired more than 27,000 times, for a media value of $4.85 million.

COMMITMENTS KEPT

To track the specific progress made in meeting the commitments of the Summit, Achieve asked each of the original forty-nine companies that attended to answer the following five questions. (See Section B for business responses.)

1. What changes have you made since the Summit in your hiring practices to require applicants to demonstrate academic achievement through school-based records?
2. Have you made a business location decision since the Summit that placed a priority on a state or community's high academic standards or student achievement levels?
3. Have you adopted any policy to support your employees' involvement in their children's education?
4. Have you developed any compatible, inexpensive, easy-to-use products, services, or software to help support teaching?
5. What significant, possibly innovative steps does your firm plan to further the above commitments in 1997?

The answers to each question revealed an impressive diversity of approaches and a high level of activity to meet commitments. Clearly the Summit was an opportunity to focus attention and share best practices that could accelerate the pace of reform. Thus, it is not surprising that in many cases companies reported on efforts that had been under way for more than a year but were strengthened as a result of greater attention and resources being brought to the issues of standards, assessments, and accountability systems. The responses in Section B are not a complete recounting of the reports received, but rather a selection that shows the level of innovation and the scale of the corporate efforts to make good on the National Summit promise.

Hiring Practices. Business leaders are following through on their commitment to implement hiring practices that require applicants to demonstrate specific academic achievement through school-based records such as academic transcripts, diplomas, certificates of initial mastery, and portfolios.

Some had the relevant policies in place before the Summit, including Ashland Inc.; Cincinnati Bell Inc.; Cook Group Incorporated; the Procter & Gamble Company; and Southwire Company.

Others adopted the appropriate policy following the Summit. In this category are AT&T; Dakota Gasification Company; Delta and Pine Land Company; DuPont; Lockheed Martin Energy Systems, Inc.; the Omaha World-Herald Company; and Xerox Corporation.

Still other Summit participants are initiating wholesale revisions to their hiring practices that will incorporate the requirement for school-based records, or are working with their communities to adopt new high school certificates—e.g., certificates of mastery—that will provide potential employers with the information they need about the skills of student job-seekers. This group of ten includes Aavid Thermal Technologies, Inc.; Ameritech; BellSouth Corporation; The Boeing Company; Circuit City Stores, Inc.; Eastman Kodak Company; IBM; The Prudential Company of America Insurance Company of America; Tektronix; and Washington Mutual, Inc.

The transition to the expanded use of school-based records in hiring decisions is being driven not just by individual companies, but through the efforts of national organizations such as The Business Roundtable and the National Alliance For Business.

Impetus also is coming at the state level. For example, New Hampshire's Business and Industry Alliance urges employers to ask for transcripts or a current report cards when hiring young people. Ohio's Career Passport Guidelines Program, which provide employers with clear information about a student's potential for workplace success, includes student transcripts.
In other cases, local communities and schools are tackling the credentials issue. In Wisconsin, the Green Bay Area Chamber of Commerce Partners in Education Program certifies student achievement in qualities most desired by employers and issues Employability Endorsement Certificates. To be part of this program, businesses must commit to asking for a transcripts as part of the hiring process for certified students. In Nevada, the Las Vegas Chamber of Commerce links interested businesses with students who have credentials to show they have completed classes in obtaining and keeping a job.

An example of another innovative approach is a nonprofit company called Vital Link, which promotes cooperation between businesses and schools. The Vital Link system enters a school's evaluation of a student's job-related skills into a central computer (after the student signs a release). Employers who sign up may then retrieve those records by fax or e-mail. Such a system will be used in California, where educators in Orange County will link with companies such as Walt Disney Company, Taco Bell Corporation, and AST Research.

As more and more companies move to the school-based record requirement, students will have a clearer idea of the general skills employers are looking for in their workforce. The hope is that with this knowledge, students will focus more on long-term academic and career goals. At the same time, educators will have more information about the workforce requirements as they develop curricula.

Location Decisions. Generally, business location decisions take years of careful research and planning, and few such decisions have been made in the year since the Summit. Still, a handful of companies have demonstrated their commitment to base such decisions, in part, on whether states and communities have high academic standards and/or student achievement levels.

Technology. Achieve found that businesses have capitalized on their areas of expertise to bring innovative products and services to the education arena. Increasingly, companies are focusing more of their corporate citizenship efforts and philanthropy on education and academic standards. In the majority of cases, these contributions have been technology-related.

PROGRESS AMONG STATES

The Governors at the National Education Summit made a broad commitment to develop and implement, within the next two years, internationally competitive standards, assessment tools to measure student achievement, and accountability systems. They promised to reallocate funds to support implementation of their states' standards, thus funding the essential professional development, infrastructure, and technologies needed to meet their education goals.

PRODUCTIVE PARTNERSHIPS

Within weeks of the National Education Summit, state-level summits were planned in twelve states -- Alaska, Connecticut, Florida, Georgia, Kansas, Michigan, Nebraska, New Jersey, Nevada, North Carolina, North Dakota, and Oklahoma. Achieve interviewed state education officials about their summits, which can play a critical role in building public support for higher academic standards and the effective use of technology for higher student achievement. (See Section A for details of the state summits.)

The state summit briefings are notable for the very strong sense of partnership and action that they convey. Business-to-education outreach proliferates at the state summit level. Equally visible in summit accounts such as New Jersey's are the attempts by educators or state officials to engage business people in the effort to advance academic standards or, in North Dakota's case, to create some new academic standards that have particular relevance to the workplace.

Because of the mix of influential people they bring together, state summits can produce very fast and far-reaching results, as demonstrated by Georgia's success in lowering technology costs for some of its smaller markets. They can give birth to a wealth of projects at the community level, as Connecticut's summit did. In fact, as regional and community summits are held to followup on the state summits -- as is happening in Alaska, North Carolina, and other states -- support is generated for the National Summit's goals at the essential grassroots level, the parents of today's generation of elementary, middle, and high school students.

Summits are not the only means through which states have engaged in productive partnerships. In addition to those states that have held summits, many other states have partnered with the business community in developing and implementing higher academic standards. Businesses are providing their communities with a clear understanding of the jobs of the future, giving states a solid basis from which standards can be developed.

With many Governors reporting that the public is demanding higher quality schools to ensure that their children have an opportunity to gain the knowledge and skills necessary for the next century, states have worked to ensure that the community-at-large is involved in reform efforts. In most states, the process of developing an agreement about what students should know and be able to do -- that is, creating standards -- is providing the means through which parents, the business community, and educators are forging a strong consensus about the tools needed to help students achieve the standards and to foster better schools. The blueprint created by this consensus has helped build public understanding and support for comprehensive reform of state education systems, including revising assessment systems, improving professional development opportunities for teachers, and using technology to help students achieve the higher standards.

COMMITMENTS KEPT

In keeping with its mission, Achieve surveyed the Governors on the steps they have taken to keep the commitments they made at the Summit. (See Section C for their responses.) To provide a sense of the varied means the states are adopting to pursue their commitments, this report also includes relevant excerpts from the Governors' 1997 State of the State addresses. (See Section D.) Through these addresses, Governors expressed their visions of higher academic standards and new assessments and called for the remaining tools to be put in place to ensure that all students can achieve the standards.

The survey questions included:

1. What best illustrates your state's progress in setting high academic standards in the time since the 1996 National Education Summit?
2. What significant steps have you taken since then to improve the quality of teaching in your state or local communities?
3. What best illustrates your success in incorporating technology to further Summit goals?
4. What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?
5. Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?
6. What significant, new, innovative steps do you plan to further these goals in 1997?

Higher Academic Standards. For perspective on the Governors' responses, it's important to note that while the Governors were asked about their activities after the National Summit, it is difficult in many cases to draw a sharp line at activities occurring after March 1996. For example, many states had academic standards before March 1996, but the theme of more than one state summit was "Raising the High Bar." In addition, while some states made only incremental changes to existing standards in 1996, other states have seen the need to launch extensive development efforts to create standards that they believe will meet the requirements of universities and workplaces in the next century.

The states are at various points in the implementation of high academic standards, but the sheer number of states seriously involved in the standards reform effort speaks eloquently of the deep-rooted strength of the commitment to this initiative. Thirty-two states and one territory reported new activity and progress toward developing higher statewide academic standards and/or the implementation of assessment measures. They are Alaska, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Virginia, Washington, West Virginia, Wisconsin, and the Territory of Guam.

The overarching goal is for every one of the United States to have internationally competitive academic standards in place by 1998. Clear progress is being made, but the states start from very different points. Some are waging determined campaigns just to build support from the community for the concept of higher, statewide academic standards. Other states are reviewing standards already in place to determine if they are rigorous enough. Others are linking curriculum or teacher development to new standards, or are reaching agreement on the form their accountability systems will take. It may be unrealistic to state definitively that the states in the aggregate have reached the halfway milestone, but forward movement is evident nationwide.

Technology. Many states reported that they are moving aggressively to bring technology into school management and into the classroom. Noteworthy among these states is Nevada; in 1997, Governor Bob Miller introduced legislation that set up a technology trust fund to provide five computers for every classroom in the state, integrate technology into the curriculum of every core academic subject, maintain and upgrade educational technology as it grows obsolete, and form partnerships with private sector businesses and nonprofit foundations to ensure a constant stream of funding for the technology effort.

Wisconsin has a plan to invest $200 million over the next two years (and $500 million over the next five years) to ensure that "every school, every student, and every teacher has the hardware, the software, and the knowledge to open new education worlds through the use of technology." New York, benefiting from a partnership with business and labor, wired more than 3,000 schools to the Internet last year.

In Ohio, a long-term commitment of $500 million has been made to introduce technology into teaching, including establishing a technology infrastructure in every classroom in the state. Governor George V. Voinovich's new budget recommends that $30 million be spent to help some schools remedy electrical problems they have encountered as wiring has proceeded through the state and to make sure teachers have the proper training to use their new technology resources in teaching, education assignments, and curriculum content.

North Carolina requires that 20 percent of all state funds for technology be spent on training educators in the use of technology applications. It should be noted that this practice also is being followed in other states as well, though proportions differ.

Teaching. Many states also reported initiatives to improve the quality of teaching in their communities. Governor Tom Ridge of Pennsylvania has begun at square one - directing the state's department of education to increase the requirements for admission into Pennsylvania's colleges of education. He also supports legislative and regulatory efforts to replace permanent certification with continuing requirements and renewable certificates for professional employees. Similarly, Governor Lincoln Almond of Rhode Island supports that state's Board of Regents in its decision to end lifelong certification for teachers in 1997.

Maryland's Redesign of Teacher Education recommendations form a policy basis for linking the state's teacher education reform with K-12 student standards reform. New regulations now require all teachers to have professional development plans, and a statewide task force is looking at the issue of new teacher assessment.

Ohio is making sweeping changes in teacher development. In spring 1996, Ohio began to phase out its process of teacher certification and phase in a new and improved performance-based process. Companion teacher standards that specify, for example, what beginning teachers must know and be able to do also will provide guidelines for program development at Ohio's colleges of education, to be implemented for freshmen enrolling in 1998.

The reforms described here are representative, but by no means a complete account of state-level efforts to improve the quality of teaching.

SECTION A: DESCRIPTION OF STATE SUMMITS

Within weeks of the 1996 National Education Summit, state-level summits were planned in twelve states -- Alaska, Connecticut, Florida, Georgia, Kansas, Michigan, Nebraska, Nevada, New Jersey, North Carolina, North Dakota, and Oklahoma.

ALASKA

DATES OF STATE SUMMIT: October 4-5, 1996

HOSTS: Governor Tony Knowles; Ken Thompson, President of Arco Alaska; and Dr. Shirley J. Holloway, Commissioner of Education

NUMBER AND ROLES OF ATTENDEES: About 223 people attended -- mayors, business leaders, superintendents of school districts, school administrators, teachers, community leaders, and parents.

THEME AND FOCUS: The theme was "Pick Up The Beat: Better Education for Alaskans Today and Tomorrow." The central topic was The Quality Schools Initiative, which has four aspects -- high academic standards and assessment; professional standards for administrators; family, school, and community networking; and school excellence standards to develop accreditation.

HIGHLIGHTS: In one of the most compelling illustrations of the innovations in Alaska's schools, students demonstrated the way technology had been integrated into their education. One team of students demonstrated how they had learned calculus via a computer program that takes a visual approach to teaching.

Another demonstration showed students learning to network within their community. They had decided a boat ramp was needed at one of the heavily used lakes in their community, and so they completed environmental impact surveys, wrote up a funding packet, sought permits from the local government, and to do so, developed a great presentation.

NEXT STEPS: Alaska has very tight follow-through plan. At the summit, teams formed comprising a business leader, a mayor, a school superintendent, a community leader, a parent, and a teacher. Each team developed three priorities. Governor Knowles, Ken Thompson of Arco Alaska, and Commissioner Holloway are following up with summit participants to see how they are implementing their priorities. Participants are drawing on more people to contribute to implementation in their communities.

The summit follow-up committee meets once a month. Five regional summits have been held since the state summit. Of the thirteen communities that were unable to attend the state summit, nine have already been involved with some kind of summit.

Submitted by Dr. Shirley J. Holloway, Commissioner of Education

CONNECTICUT

DATE OF STATE SUMMIT: October 23, 1996

HOSTS: Governor John G. Rowland and Paul A. Allaire, Chairman and Chief Executive Officer of Xerox Corporation.

NUMBER AND ROLES OF ATTENDEES: More than 150 people attended. Guests included business leaders and the mayors from Connecticut's fifteen largest communities, with teams from each comprising educators, parents, and high school students.

THEME AND FOCUS: The theme was "Forging Long-Term Partnerships Between the Business Community and Urban School Systems." The goal was to raise both expectations and student achievement. Connecticut is a state of great contrasts. It has tremendous per capita income wealth -- it is first in the nation by this criterion -- and three of the four poorest cities in America.

The summit included presentations by business leaders and educators who had been working together on special partnerships. One focus that emerged was the need to reallocate resources as well as spend more on preschool programs in urban centers. Every community recognized the need to reach out to poor families, to do more with children in their first year, and to ensure a more rigorous preschool experience for three- and four-year-olds.

The other area of great interest was educational technology. The business community was a positive presence, very willing to contribute at the community level. Offers ranged from donating extra equipment and service training for teachers to sponsoring summer programs for kids.

HIGHLIGHTS: The highlights of the summit were the Governor's discussions with the high school students and the overall enthusiasm of the participants and their focus on action. For example, the panels of business leaders who talked about the successes they had had to date in cooperating with the schools offered very positive models for partnerships in other communities. Each of the fifteen participating communities developed local agendas as next steps. The mayors, school superintendents, and business leaders all gave commitments to work together over the next two years. They committed to actions at the local level, rather than steps designed by the state.

NEXT STEPS: Community-level summits are planned. Also, another state summit in October 1997 will track the progress of this year's participants against specific commitments. For its part, the state Department of Education has entered into partnerships with Connecticut's four largest school districts to support local priorities designed to improve student achievement. The state's education department is also working to develop guidebooks to assist districts with local curriculum development and improvements in content and instruction.

Submitted by Theodore Sergi, Commissioner, Department of Education

FLORIDA

DATES OF STATE SUMMIT: January 9-10, 1997

HOST: Governor Lawton Chiles (sponsored by AT&T)

NUMBER AND ROLES OF ATTENDEES: Two hundred and fifty of Florida's top business executives and educators attended the summit. Each superintendent of the sixty-seven school districts was invited; each, in turn, invited a local CEO. Also attending were statewide leaders in government and business, as well as deans of the colleges of education and officers of the School Boards Association.

THEME AND FOCUS: The summit focused on implementing higher standards and expanding the use of technology in the schools.

HIGHLIGHTS: Since Florida's State Board of Education has already adopted statewide standards, the participants at the summit focused on the barriers to implementing these standards and suggested solutions to the problems. In addition, each participant signed a commitment card listing action steps he or she planned to take to ensure that higher standards were being met. Participants were impressed with the technology room which showcased the use of technology by students and teachers in classrooms. Participants were encouraged to use the Internet and prizes were given to the districts whose attendees were most successful at the "Internet Treasure Hunt."

NEXT STEPS: Many participants suggested having another state summit as a follow-up to this one. The next step, though, is to allow business leaders and superintendents time to get the ball rolling locally. Several mentioned the possibility of having district summits, and maybe even regional summits.

GEORGIA

DATES OF STATE SUMMIT: October 6-8, 1996

HOST: Linda C. Schrenko, State Superintendant of Schools

NUMBER AND ROLES OF ATTENDEES: Approximately 180 people attended, and about 27 percent were members of the business community. Superintendents and school principals, administrators, and teachers accounted for another 52 percent, and the other attendees were department of education officials, members of education associations, elected officials, and state government employees.

THEME AND FOCUS: The theme was "Raising the Bar." School safety emerged as a primary focus. School standards and means of assessment were another. The third was technology and school choice; and charter schools were also discussed.

HIGHLIGHTS: The real highlights of Georgia's summit grew out of the opportunity to gather so many influential participants with such wide-ranging backgrounds and viewpoints in one room at one time.

For example, since 1992 Georgia has funded the infusion of technology into classrooms through a state lottery that collects $300 million to $500 million a year. Most state lottery dollars go to college scholarships and voluntary Pre-K for all four-year-olds. K-12 technology receives the rest. Until participants came together at the state summit, there were no clear goals for what was really expected. At the summit, attendees agreed that every school should have Internet access and that every child should have classroom technology, including Internet access, regardless of socioeconomic status. And as a result of efforts after the summit, there is an additional $46 million in this year's budget for teacher training in technology.

Before the summit, it was far easier for a large market like Atlanta to negotiate an optimum price with a technology supplier than for a smaller market like Seminole or Whitman counties. But that has changed. From the summit came the impetus for a team comprising all the major technology providers to work with the Governor's office and Georgia's Department of Education. By working through the public service commission, they fulfill the commitment they made at the summit to provide the same price Atlanta receives to every community in the state, however small. BellSouth, AT&T, MCI, and Sprint are among the companies that committed to this effort.

NEXT STEPS: This year, every school will have Internet access, and ultimately the state intends to extend access right to students' homes. In pilot projects around the University of Georgia, using a set-top box and a TV and remote control, students are able to access the Internet. The addition of a keyboard lets them communicate with it.

Georgia also has formed a statewide safety committee, which has drafted legislation that would let schools work in connection with the juvenile justice system in a way that would keep everyone aware of developments affecting students. The same legislation has an immunity clause for teachers who discipline students and are then sued by parents. If the parent loses the case, he or she would pay legal costs.

The state also plans follow-up progress reports, incorporating feedback from summit participants to update everyone as to what steps they have taken after returning to their communities. Another state summit also is planned.

Submitted by Linda C. Schrenko, State Superintendent of Schools

KANSAS

DATES OF STATE SUMMIT: November 18-19, 1996

HOST: Governor Bill Graves

NUMBER AND ROLES OF ATTENDEES: There were 350 attendees in all. There were two business leaders for every educator. The educators included school superintendents, principals, teachers, college professors and administrators, and the presidents of state colleges.

THEME AND FOCUS: The theme was "Education That Works." Governor Roy Romer of Colorado was the keynote speaker. His topic was standards-driven education. One central topic of discussion was integrating technology into students' education. Another was how business and educators can work together at the local level.

HIGHLIGHTS: Seventh- and eighth-graders showed how they had used technology-lights, camera, computer-generated special effects -- to make a ten-minute movie documentary. No adults were involved. The students did primary research, wrote, produced, filmed-in sum, everything.

Another student demonstration resulted from a project in which students from the second grade assumed the roles of customers and proprietors of a retail business. They explained the responsibilities of both roles. In so doing, they were able to put themselves in the business owners' position, explaining how they would manage customer relations and be price-competitive. They even operated a little scanning device like one you might see in a grocery store.

NEXT STEPS: A survey of attendees is being completed to document the specific opportunities for cooperation between business and education. The summit included a vision-setting session in which the education and business people participated in small groups, talking about what they could do with each other and for each other. The hope is that as a result of the summit, Kansas' business community will commit to become more involved and active in education and in exploring what they can do at every level.

Submitted by Stacey Soldan, Governmental Affairs Assistant, Office of the Governor

MICHIGAN

DATE OF STATE SUMMIT: September 19, 1996

HOSTS: Governor John Engler and the Michigan Association of School Boards

NUMBER AND ROLES OF ATTENDEES: Participants included about 1,300 educators, government policymakers, business and community representatives, parents, and students.

THEME AND FOCUS: The theme was "Achieving the Competitive Edge." This conference is an annual one intended to stimulate thought and active participation in critical education issues. The issue raised by keynote speaker Robert A. Lutz, President and COO of Chrysler Corp., was, "Competition, Why Fear It?" Breakout sessions updated participants on the Michigan charter school initiative, Internet access for the schools, assessment-based reform, and community involvement initiatives.

HIGHLIGHTS: One objective of the summit was to stimulate discussion, and Mr. Lutz' keynote speech certainly did that. Among his observations: "A society that taxes itself as heavily as we do certainly deserves a superior return on that investment. One of the most troublesome indictments of American education is that it costs more than the European and Asian systems that produce better results." And "Tenure renders teachers a 'protected class.' .... In a society built on competition, a protected class will always be second class."

One of the most popular and best attended breakout sessions concerned itself with Total Quality Management (TQM), an approach that has been implemented in some Michigan districts. Under TQM, students, teachers, and administrators are all assessed on performance.

But perhaps the real highlight of the annual summits, where no one group hears exactly what it wants to hear, is simply that people keep returning -- in fact, attendance grows every year.

NEXT STEPS: It is expected that the presentations, breakouts, and networking will enrich education back home in the communities. But this summit was not modeled on the 1996 National Education Summit. Rather, it invites many more participants, which precludes the kind of meticulous follow-through some states perform. Michigan does seek evaluations from each participant, however, to help measure the degree to which the education message is gaining support among stakeholders.

Submitted by Tim Kelly, Education Project Coordinator, and Michael Keifer, Project Director, Michigan Foundation for Education Leadership

NEBRASKA

DATES OF STATE SUMMIT: October 1, 1996

HOSTS: Governor E. Benjamin Nelson; John Gottschalk, President and CEO, Omaha World-Herald Company; and Senator Ardyce Bohlke

NUMBER AND ROLES OF ATTENDEES: More than 300 people attended. The goal was representation from whole communities -- a business or community leader, an educator, and a school board member with school superintendents.

THEME AND FOCUS: The Nebraska Education Summit focused on standards. A draft version of statewide standards has been created, and the summit was a kickoff for them. Its purpose was to build support for the standards and to reemphasize a commitment to local control of the schools.

HIGHLIGHTS: Superintendents from three Nebraska schools that have already implemented standards gave very encouraging presentations.

Teachers from the town of Orchard made a group presentation of what they learned as they successfully developed and implemented their standards and of how their standards continue to evolve. They involved their entire community in their project and truly have the community behind them on the standards issue.

NEXT STEPS: The next step will be statewide public hearings held to facilitate feedback regarding statewide standards. After that, the eight-member State Board of Education must formally vote to adopt the standards. The outlook is optimistic.

Once the State Board of Education adopts them, the state wide standards will comprise a framework for educators to take back to their communities in order to refine the standards in accordance with their particular needs.

Submitted by Amy Terjal, Education Policy Advisor, Governor's Policy Research Office

NEVADA

DATES OF STATE SUMMIT: November 7, 1996

HOSTS: Governor Bob Miller and Elaine Wynn, Director, Mirage Resorts, Incorporated

NUMBER AND ROLES OF ATTENDEES: About 175 people attended, among them executives representing AT&T and the gaming industry. Educators included members of the State Board of Education, district supervisors, and teachers. A few legislators also attended.

THEME AND FOCUS: The unofficial theme was "Raising the High Bar." The major objectives of the summit were to kick off the effort to develop and implement higher statewide education standards and to increase the integration of technology into the classroom. Governor Miller's goal is to have five computers in every public school classroom in the state.

HIGHLIGHTS: Douglas County demonstrated how fruitful an alliance between business and local schools can be. Business leaders there approached the school board because the applicants from the area were falling short of their companies' requirements. They successfully urged the adoption of higher standards than the state standards then in place. Educators were responsive, and today Douglas County's standards are higher than the state's.

NEXT STEPS: Under Governor Miller's direction, legislation has been drafted to allocate $35 million for computer technology for the classroom. He intends another $8.6 million to be dedicated for teacher training to facilitate the infusion of technology into the classroom.

Another bill that addresses standards is also up for a vote. It calls for the appointment of a council to develop higher standards in core subjects for Nevada. The state's public schools would be required to meet or exceed those standards.

Yet another initiative aims for a better blend of national- and state-based tests to better measure student performance against Nevada's current curriculum.

Submitted by Vince Juaristi, Executive Assistant to the Governor

NEW JERSEY

DATES OF STATE SUMMIT: November 20-21, 1996

HOSTS: Governor Christine T. Whitman and Arthur F. Ryan, Chairman and Chief Executive Officer, The Prudential Company of America

NUMBER AND ROLES OF ATTENDEES: About 150 people attended. Some sixty of them were corporate executives, a dozen were educators, and some were key legislators.

THEME AND FOCUS: The theme was "Making New Jersey's Core Curriculum Content Standards Work." (New Jersey's State Board of Education had adopted the Core Curriculum Content Standards on May 1, 1996, and is developing and implementing a revised statewide assessment system.)

The first summit was intended to develop a set of objectives for the involvement of the business community in New Jersey's education reform. To this end, corporate executives led five subcommittees -- one on linking technology with education, one on academic standards and accountability, one on workplace readiness, one on communication skills necessary to meet workplace needs, and one on generating widespread business and community support to raise student achievement.

HIGHLIGHTS: At the conclusion of day one, Governor Whitman signed a bill creating and funding Educational Technology Training Centers in each of New Jersey's twenty-one counties. The centers will maintain state-of-the-art demonstration equipment and software for hands-on training of designated teams of public and private K-12 educators. The business community, through the New Jersey Tech Corps, will provide various kinds of support to the centers.

Students provided another highlight. High school students from an urban district, Union City, demonstrated their very sophisticated Internet home page, which connects them to their city council and mayor's office. A group of sixth-graders demonstrated how they pull down weather images from satellites to predict weather patterns.

Perhaps most important, pervading the whole summit was a sense of enthusiasm and preparedness among the corporate executives who are wholeheartedly behind education reform in the state. The spirit of New Jersey's summit was captured in its essence in the highly productive partnership of Governor Whitman and Arthur Ryan as they concluded the meeting with the announcements of the Tech Centers and the Tech Corps.

Submitted by Jeff Osowski, Assistant Commissioner, Division of Information Management and Financial Services, Department of Education

NORTH CAROLINA

DATES OF STATE SUMMIT: March 20-21, 1997

HOSTS: Governor James B. Hunt Jr.; Robert A. Ingram, President and Chief Executive Officer, Glaxo Wellcome, Inc.; and Barry Eveland, State Executive, IBM

NUMBER AND ROLES OF ATTENDEES: The target is 200 attendees. About 50 percent should be leaders of companies ranging from large to small capitalization. About 25 percent should be educators, and 25 percent policymakers. Educators include the teachers on the Governor's Advisory Board, superintendents and principals, the university chancellor, and representatives from local education foundations, North Carolina's PTA, and the Teachers' Association.

THEME AND FOCUS: The objectives of the summit are to update the state's constituencies on educational reform; to establish ties between the various standard-raising initiatives around the state; to provide the business community with a forum to discuss and debate the specific steps they might take to support higher academic standards; and to demonstrate the role for technology in education.

NEXT STEPS: Participants will be asked to return to their communities and sponsor local or regional summits by September 15, 1977, at which local business, education, and political leaders will replicate, to the extent possible, their experience at the state summit as it pertains to the application of education standards. They will also be asked to present the status of standards development and implementation in their home communities.

Finally, all the organizations attending the state summit will be asked to summarize the commitments made there in thjeir trade and organizational publications. More information is available on the North Carolina Business Committee for Education home page at http://www.ncbce.org under "N.C. Business Summit for Education."

Submitted by Dr. G. Tom Houlihan, Senior Policy Advisor, Office of the Governor

NORTH DAKOTA

DATES OF STATE SUMMIT: May 4, 1996

HOST: Governor Edward T. Schafer

NUMBER AND ROLES OF ATTENDEES: About 100 people attended. They included leaders from business and industry, educators, and legislators.

THEME AND FOCUS: The theme was "Making Good Things Happen for North Dakota." One major objective was to open the dialog on how major shifts in technology will affect (and should affect) North Dakota's school classrooms.

North Dakota already has a number of schools connected to the Internet. Summit organizers also found it extremely important to emphasize the significance of the technology now in the classrooms, especially in rural areas where there were some questions about its usefulness.

After a look at what future standards would need to reflect, the second major objective was to win more support for North Dakota's statewide standards and assessment effort. The Summit did broaden the dialog within the state on education standards and assessment. One key was to take the community across the language barrier; speakers defined standards terminology for the lay person in the breakout groups.

Finally, the summit discussed the need to gear academic standards more to occupational expectations and the ways standards and assessments are applied to vocational and technical education programs within the state.

HIGHLIGHTS: Summit participants were encouraged and impressed by accounts of a number of successful alliances between schools and businesses. A school in one very small rural communities, Hatton, formed a partnership with the local newspaper owner and the owner of the lumberyard, who took students under their occupational wings.

Students interviewed student candidates for the project, performed some classroom work to provide an overview, and then the mentoring began in earnest. Students rotated through the various functions at the companies, mentored by the owner or other employees, to learn what had to be done to run the business efficiently and profitably. They had objectives, they had assignments, and after graduation one of them wound up a manager in the lumberyard! Participants told of another town where students carried out a similar project involving a local bank.

NEXT STEPS: North Dakota is moving toward developing voluntary statewide standards. Legislation is being developed to set up an Educational Excellence Task Force to identify and evaluate education content standards. Moreover, some occupational expectations may be integrated into academic standards -- for example, perhaps to integrate some standards already in use in the home-building, electronics, and automotive businesses, and some used by diesel engineers, into math or science courses.

At the community level, the business participants will be invited to school houses to explain to students what they expect of them when they enter the workplace. In addition, the state has formally requested that the Bureau of Apprenticeship and Training dedicate one staff member exclusively to the State of North Dakota.

Submitted by Fraine Zeitler, Director, North Dakota Workforce Development Council

OKLAHOMA

DATES OF STATE SUMMIT: January 16-17, 1997

HOSTS: Governor Frank Keating and Wayne Allen, Chairman and Chief Executive Officer, Phillips Petroleum Company

NUMBER AND ROLES OF ATTENDEES: About fifty people attended. Invitees included key educators such as the state superintendent of public instruction, the director of the Vocational Education Department, the chancellor for higher education, business people from large and small Oklahoma corporations, key legislators, and representatives of the Oklahoma Education Association and the Association of Professional Educators, the school board's association, and the administrators' group.

THEME AND FOCUS: The theme was "Looking to the Future: A Dialogue Between Business and Education Leaders." The focus was on Oklahoma's school standards (with some international comparisons by Mr. Allen), goals, accountability, and objectives.

Discussions coalesced around six goals -- add coursework to math, social sciences, science, and language arts; and require four units from each of those core subjects for high school graduation; continue to improve funding, but build in expectations for improvement; remove regulations that defeat excellence; optimize the existing infrastructure; and stimulate and broaden open discussion with the public about what needs to be done to improve the quality of education in Oklahoma.

HIGHLIGHTS: A statewide network is under development to make technology available to all schools. It will provide Internet access to allow for two-way interactive instruction. There are already more than forty hub sites and about a third of the state's 1,800 schools are connected so far. A total of sixty sites are planned.

NEXT STEPS: A follow-up committee is meeting now to plan action on the six goals mentioned above. In addition, this year the state will reach out to the public with a more accessible distribution of the report cards prepared on each school in the state.

The State Board of Education is being asked to require all students to complete four years of the core subjects, and this year's governor's budget proposes a substantial allocation to be used for performance bonuses for the teachers in the most effective schools, to be determined by results on both state and national standardized tests.

Submitted by Dr. Floyd Coppedge, Secretary of Education

SECTION B: COMMITMENTS KEPT -- BUSINESS RESPONSES

To track the specific progress made in meeting the commitments of the Summit, Achieve asked each of the forty-nine companies that attended to answer five questions. The following are responses to each of the questions posed.

1. **What changes have you made since the Summit in your hiring practices to require applicants to demonstrate academic achievement through school-based records?**

Aavid Thermal Technologies, Inc. fully embraces the policy of requiring school-based records. Hiring practices have been discussed at great lengths through state school-to-work discussions with businesses. Many businesses indicate that academic transcripts are not enough to help significantly in making a hiring decision.

School-to-work partnerships are diligently working on K-12 portfolio systems, certificates of initial mastery, via standards and curriculum frameworks initiatives. These activities are part of Aavid's total systemic change efforts statewide. Aavid will implement new hiring practices as these other measures of academic achievements become operational. (Ron Barelli, CEO; Alan F. Beane, Retired CEO; Erling Mostue, Director, Education and Community Affairs, Aavid Thermal Technologies, Inc.)

Ashland Inc. already relies on academic performance in the hiring practice. No specific change in company policy has yet been made in regard to the use of high school transcripts. This issue will be put before the Human Resources Department in the near future for review.

However, Ashland Vice President Andrew Meko is the current chairman of the Kentucky State Chamber of Commerce, which has announced publicly its intention that its members will use high school transcripts as a part of the hiring process. Similarly, in West Virginia, the Business Roundtable's education outreach is being conducted through the West Virginia Business and Education Alliance, a unit of the not-for-profit West Virginia Education Fund. The Alliance has voted to support the use of high school transcripts and has asked the West Virginia State Chamber of Commerce to also endorse this. (Paul W. Chellgren, Chairman and CEO, Ashland Inc.)

AT&T has implemented hiring practices that require applicants to demonstrate academic achievement through school-based records. (Marilyn Reznick, Vice President, Education Programs, AT&T Foundation)

BellSouth Corporation responded to the Summit's call for the consideration of high school performance by seeking a standards-based high school program that would help identify prospective employees for entry-level jobs. BellSouth has identified the High Schools That Work program (HSTW) of the Southern Regional Education Board, which offers certificates of achievement to vocational education students. HSTW schools must adhere to curriculum and instructional standards in order to offer the certificates. Students must attain performance standards in a rigorous core curriculum and on selected national tests to be awarded the certificate in one of several career areas.

By June 1997, BellSouth hopes to correlate the attainment of the certificate of achievement with high performance on its entry-level tests for customer service and technician jobs. Ascertaining this correlation, BellSouth will waive testing requirements for HSTW graduates and invite their applications when job openings exist. (Pat Willis, Director, Corporate and Education Affairs, BellSouth)

The Boeing Company, the largest employer in the state plans to use the Certificate of Mastery in its evaluation of public school graduates who are prospective employees. (Frank Shrontz, Chairman Emeritus, The Boeing Company)

Delta and Pine Land Company requires applicants to submit documents verifying high school completion or transcripts from college coursework and degrees awarded. For existing employees lacking high school completion, the company has implemented adult basic education courses. (Roger Malkin, Chairman, Delta and Pine Land Company)

DuPont has adopted a hiring policy that requires high school transcripts to be a criterion in assessing job applicants. In addition, DuPont has invited all the CEOs of the Delaware Business Roundtable to adopt its transcript policy. DuPont will provide information on how potential legal issues can be addressed. Delaware's HIRE initiative supports this policy, and it is hoped that many more companies will adopt it. (John A. Krol, President and CEO, DuPont)

IBM is developing an insert for its employment application for all U.S. entry-level manufacturing jobs (chosen because of the large proportion of individuals with high school educations that apply for these positions) that will require applicants to self-report on academic achievements and job experiences. This information will be incorporated into the total assessment of an applicant's qualifications, which includes interviews and testing. If an applicant receives a job offer from IBM, he or she will be asked to produce an academic transcript to verify the self-reported information. (Stanley S. Litow, Vice President for Corporate Community Relations, IBM)

Lockheed Martin Energy Systems, Inc. has begun using the Work Keys system, developed by American College Testing (ACT), as a way of communicating to educators and students the attributes desired in new hires. In Tennessee, all graduating high school students are required by law either to take the SATs, the ACTs, or Work Keys. Work Keys job profiles done by Lockheed and other businesses establish the scores that the company desires for employees in various job families.

In cooperation with the Tennessee Business Roundtable, Lockheed Martin Energy Systems is supporting a statewide effort to educate the business community on the importance of utilizing

Work Keys and other student achievement information in hiring decisions and in upward mobility decisions. (Gordon G. Fee, President, Lockheed Martin Energy Systems, Inc.)

The **Maryland Business Roundtable for Education** recently appointed a committee of business human resource directors, college admissions officers, high school guidance counselors, and educators to address workforce issues. One of the tasks that this committee has been asked to undertake is the development of a plan that will urge Maryland businesses to require job applicants to demonstrate academic achievement through school-based records.

(June E. Streckfus, Executive Director, Maryland Business Roundtable for Education)

The **Omaha World-Herald Company** participates in Omaha Work Keys, which matches skills students have to skills employers need. Certain jobs within the company have been profiled, and the necessary Work Keys proficiency requirements are listed for these jobs as part of the advertisements for them. To date, more than 9,000 high school students in the Omaha public schools have been assessed in the following skill areas -- applied mathematics, applied technology, reading for information, listening and writing, teamwork, and locating information. Following the assessments, students work toward mastery of these skills in the course of their classroom curriculum. Omaha Work Keys was cited as one of the nation's eight most innovative school-to-work programs by USA Today. (John Gottschalk, President and CEO, Omaha World-Herald Company)

Phillips Petroleum Company already requires a high school diploma or GED for basic employment. The company also requires a battery of tests for specific entry-level jobs. The company is reviewing its policy on the use of transcripts for entry-level positions. (Wayne Allen, Chairman and CEO, Phillips Petroleum Company)

Southwire Company has reviewed transcripts of job candidates for many years. Southwire hires only high school graduates. The chief executive officer has met with the executive committee of the Georgia Chamber of Commerce, a group composed of 200 CEOs, to discuss the recommendations of the Summit. As chair of the Georgia Chamber of Commerce, Southwire's CEO has encouraged the executives to institute a practice of reviewing high school transcripts of prospective employees. (Roy Richards Jr., Chairman and CEO, Southwire Company)

Tektronix anticipates asking Oregon applicants for their Certificate of Initial Mastery and Certificate of Advanced Mastery when those high-standard, proficiency-based credentials have been implemented throughout the public K-12 system. (Jerome J. Meyer, Chairman and CEO, Tektronix)

United Parcel Service (UPS) has utilized an academic records verification policy and practice as part of its full-time employment process. The areas reviewed include academic achievement, effort required, choice of academic emphasis, special achievements, extracurricular activities, and future educational goals.

Moreover, a manager from UPS Airlines has been appointed to the Kentucky High School Restructuring Task Force by the state commissioner of education. One of the Task Force efforts has been to develop an "expanded transcript" that would offer information more useful to employers. (Gary Lee, Executive Director, The UPS Foundation)

Washington Mutual, Inc. believes a well-designed certificate of mastery will be an important indicator of competency and a useful tool for human resources staff in making hiring decisions. Businesses will use the certificate Washington State is developing as a key criterion in hiring decisions. (Kerry Killinger, Chairman, President, and CEO, Washington Mutual, Inc.)

2. Have you made business location decisions since the Summit that placed a priority on a state or community's high academic standards or student achievement levels?

Delta and Pine Land Company has strengthened its involvement with public education at both the local and state level due to the decision to remain at and expand its corporate headquarters in a remote area of the Mississippi Delta. Although the company is not necessarily pleased with today's level of achievement in the area schools, it is actively involved with changes expected to directly affect their standards and performance. The company has an open dialog with all area school districts and is represented on education committees at area chambers of commerce. Officials have gone on retreats with state senate and house education committee members, and the company resides on the board of SERVE (South Eastern Region Vision For Education). (Roger Malkin, Chairman, Delta and Pine Land Company)

Eastman Kodak Company publicly affirmed its commitment to considering a state's or community's academic standards and student achievement in making business location decisions in testimony before the New York State Assembly Subcommittee on Manufacturing in May 1996. "The 41 Governors and 40 CEOs who participated in the Summit made specific commitments to improve student achievement. Business leaders specifically pledged to implement hiring practices that consider high school academic records and to consider the quality of a state's standards and students' achievement levels as a high priority in determining business location. George Fisher has agreed to become personally involved in advancing this agenda in New York State. This emphasis on education is consistent with Kodak's commitment to upgrade the skills of our workforce." (Richard T. Bourns, Senior Vice President, Eastman Kodak Company)

A **Florida Progress Corporation** subsidiary recently moved 150 employees from St. Petersburg to Orlando. They held an Orientation Fair for all employees and their families in Orlando several months prior to the move because of concerns many of them had expressed about educational opportunities for their children.

They invited three contiguous school districts to present their educational programs and their student achievement levels. One of the three was clearly superior, and a number of employees decided to relocate to that district. As the corporation moves additional employees to the area, it will make them aware of that school district. (Dr. Jack B. Critchfield, Chairman of the Board and CEO, Florida Progress Corporation)

Phillips Petroleum Company has done so both in the United States and abroad. High on the list of site selection criteria is quality education and a well-qualified workforce. (Wayne Allen, Chairman and CEO, Phillips Petroleum Company)

United Parcel Service (UPS) has not made a business location decision since the Summit. However, if it does need to make a decision, high academic standards and student achievement levels will be considered as an element of the decision-making process. (Gary Lee, Executive Director, The UPS Foundation)

3. Have you adopted any policy to support your employees' involvement in their children's education?

Aavid has adopted a policy of full cooperation with community and educational organizations in order, as much as possible, to help raise standards in its community and within the state. Erling Mostue has been appointed as full-time Director of Education and Community Affairs. During the past year, Aavid has participated in over forty teacher-student projects and visits. Employees and management have been strongly encouraged to participate in local and statewide school reform initiatives. (Ron Barelli, CEO; Alan F. Beane, Retired CEO; Erling Mostue, Director, Education and Community Affairs, Aavid Thermal Technologies, Inc.)

Arco Alaska's flexible work schedule gives employees alternating Fridays off, allowing them that day to participate in school activities. In addition, Arco's Speaker's Bureau gives employees an opportunity to go into schools and give presentations related to careers in the petroleum industry. (Ken Thompson, President, Arco Alaska)

Ashland Inc. already supports education issues and employee involvement in their children's education. Ashland has a tradition of supporting education that goes back to the founding of the company. Ashland's corporate regional advertising has for fourteen years devoted itself to quality education. This campaign runs in four states -- Kentucky, Minnesota, Ohio, and West Virginia. (Paul W. Chellgren, Chairman and CEO, Ashland Inc.)

Cincinnati Bell Inc. offers a corporate-sponsored scholarship to high-achieving children of employees. Moreover, many of our organizations participate in Take Your Daughters to Work Day, which encourages young female students to complete their education. (Dwight H. Hibbard, Retired Chairman of the Board, Cincinnati Bell Inc.)

Dakota Gasification Company has strongly encouraged its various facility departments to become involved with their community schools since the Summit. The company has historically been strongly involved with statewide schools and regional professional associations, with the aim of illuminating potential careers and professions for youth in North Dakota.

Through the company's involvement in an industry association in its area, a new program that awards scholarships to area youth is being developed. A local school-to-work program is being expanded due to interest in and involvement by employees of Dakota Gasification Company. Employees are very much aware that the quality of education for the community's youth will be in direct proportion to their personal involvement in the effort. (Al C. Lukes, Plant Manager, Dakota Gasification Company)

DuPont keeps this commitment with its role as a major sponsor of The Smithsonian Elementary Science Initiative, which was launched shortly after Delaware adopted its education standards as state policy. The initiative is intended to close the gap between the ambitious expectations for science learning in the standards and the science training most Delaware elementary school children have been receiving. (The majority of teachers have themselves had little science education.)

A key to the success of the initiative is modular, kit-based science units that were researched and tested at the Smithsonian. The kits ensure that teachers have the materials they need to teach inquiry-based science. Another key to success has been the requirement that each participating teacher complete thirty hours of training per kit. This includes a thorough introduction to the science concepts in a unit, followed by a series of after-school sessions wherein the teachers meet with the unit instructor to share experiences, review student work, and work through their next lessons.

Teacher evaluations have been overwhelmingly positive, be they about the professional development program, the advantage of having the kits delivered to them (they are later picked up for restocking and reuse), or the impact that hands-on lessons have had on their students. Some students remain through recess to work on science; others follow up on their spring projects in the summer. Student portfolios demonstrate in-depth understanding of major science concepts. By June 1997, more than 800 teachers will be trained in at least one kit. The number of teachers involved should double next year.

The initiative is a public-private partnership involving nine Delaware school districts, the state Department of Public Instruction, and the business community under the leadership of DuPont. (John A. Krol, President and CEO, DuPont)

Experian, through a confidential counseling and referral service offered to employees, assists employees in dealing with children's educational concerns and problems. Through business-school partnerships, individual employees who have children in a partner school often play a more active role in the partnership. (D. Van Skilling, Chairman and CEO, Experian)

IBM employees have always been supported by the company in their involvement in their children's education. For example, the Individualized Work Schedule program gives certain categories of employees more flexibility with their workday so that they can become more involved in their children's schools. IBM employees may vary their work times within the limits established by local management or work with their managers to establish special schedules structured around their children's school day or school conferences and special events. (Stanley S. Litow, Vice President for Corporate Community Relations, IBM)

Mirage Resorts, Incorporated unveiled Workshops on Parental Resources for Educational Planning (PREP Workshops) in 1996. The purpose of these six workshops is twofold -- first, to encourage employees who are parents of seventh- to twelfth-graders to become actively involved in their children's education; second, to make these parents aware of the significant resources available to them for postsecondary education. Additionally, the company has introduced a major program to offer college scholarships to children of employees through the Mirage Resorts Family Scholarships program. These awards will be presented for the first time this spring. (Elaine Wynne, Director, Mirage Resorts, Incorporated)

Norwest Bank New Mexico has several programs that support employees' involvement in their children's education, including flex scheduling, job sharing, and discounts on designated child care facilities. The Occasional Absence policy enables a parent to take personal time off to be involved in their children's education (e.g., parent-teacher conferences, science fair projects, etc.). Employees also have the option of taking time off to be with their children during summer, spring, and winter breaks. (Larry D. Willard, Chairman of the Board and CEO, Norwest Bank New Mexico)

The **Omaha World-Herald Company** has created a program for its employees to encourage awareness and support of K-12 education. The program is for all employees, whether or not they have school-age children. Schools are asked what assistance they could use from a team of Omaha World-Herald employees who will provide one full day of service. School requirements and employees are matched, and the results have been very successful for both parties.

Omaha World-Herald also supports and encourages employees to serve as mentors for children identified as at-risk or in need of an adult, positive role model. (John Gottschalk, President and CEO, Omaha World-Herald Company)

Phillips Petroleum Company encourages employees to serve on local school boards and PTAs and encourages employees to mentor in their local schools, even during working hours.

Employee contributions to their local schools are matched on a dollar-for-dollar basis, up to a maximum of $500. And the company donates $10 for each hour a retiree volunteers in a local school, up to a maximum of $1,000 per retiree and $3,000 per school. (Wayne Allen, Chairman and CEO, Phillips Petroleum Company)

Policy Management Systems Corporation adopts a local elementary school and provides it with direct support. Additionally, parents have been encouraged to volunteer their time and, for approved programs, some company time, in support of local schools.

Policy Management has provided technical mentors for every school principal and faculty in its school district. In several cases, the mentors happen to be employees with children in the schools they support. In other cases, the mentor simply feels that it is important to be involved. The mentors assist and advise the principals regarding the introduction of technology into their daily management practices and into their schools. Mentors perform a variety of other support functions, from pulling wire to installing servers and PCs to conducting workshops for staff and parents. This support also includes free multimedia software for computer-based training that is made available to principals and their staffs. Policy Management also sponsors the local Junior Achievement with funds and volunteers. (G. Larry Wilson, Chairman of the Board, President, and CEO, Policy Management Systems Corporation)

The Prudential Company of America is launching a Parents On Board Program to teach interested employees, in three classroom sessions, how to work more effectively with teachers and administrators to help their children to flourish in the schoolroom. Parents learn how to assert themselves across the language barrier that can exist between those who speak the specialized language of educators and those who do not. They learn how to help the child progress in reading, math, and science. And they learn to recognize whether their child's learning style is visual, audio, or through the printed word so they can better help educators to work with that student.

The hope is that these parents will then become more involved with their PTA and perhaps with their local school board as well. (Mary O'Malley, Director, Local Initiatives, The Prudential Company of America Insurance Company of America)

Southwire has continued its practice of granting employees time off with pay for parent-teacher conferences. (Roy Richards Jr., Chairman and CEO, Southwire Company)

Tektronix employees worldwide may volunteer one half day each quarter (with pay) to work in any United Way agency, with SOLV (Stop Oregon Litter and Vandalism), or with any accredited public or private school. Employees outside the United States can work with comparable agencies and schools in their own communities. (Jerome J. Meyer, Chairman and CEO, Tektronix)

United Parcel Service (UPS) has brought education officials and professionals into its facilities to inform employees about Kentucky's new education system. Several mass mailings have been sent to more than 14,000 employees' homes to inform them about Kentucky's new education system. And a booklet that details developmentally appropriate instructional practices has been sent to all employees who have children between the critical ages of six and nine years.

In addition, fifteen United Parcel Service employees serve on more than forty education-related task forces, commissions, and boards in the state. And opportunities have been provided for United Parcel Service volunteers in school programs. Over 500 employees have participated. Finally, United Parcel Service has had two people assigned full-time to support educational reforms in the state since 1992. (Gary Lee, Executive Director, The UPS Foundation)

US WEST Communications has several initiatives to encourage employee involvement in their children's education. An employee matching program provides a cash donation to any nonprofit where an employee chooses to volunteer. Hundreds of employees have taken advantage of this unique program and have obtained funds for their children's schools by volunteering their time. (Richard D. McCormick, CEO, US WEST Communications)

At **Washington Mutual Inc.** all of its 9,300 employees who work more than twenty hours a week are given four hours of company-paid time each month to volunteer in their local schools. (Kerry Killinger, Chairman, President, and CEO, Washington Mutual, Inc.)

Xerox has a very active work/family program that encourages parents to attend school conferences and participate in their children's education. (Dr. Joseph M. Cahalan, Vice President, the Xerox Foundation)

4. Have you developed any compatible, inexpensive, easy-to-use products, services, or software to help support teaching?

Ameritech partnered with Impact II -- The Teachers' Network to publish the Teachers' Guide to Cyberspace, a combination booklet and software package that provides dozens of innovative classroom projects using the Internet, grants information, and instruction on HTML programming and Web page development. The booklet was distributed widely, free of charge, to teachers across Ameritech's five Midwestern states. (Marvin E. Bailey, Vice President, State Technical Programs, Ameritech)

Arco Alaska has been a consistent donor of computers to schools; in 1997 more than 800 will be distributed. In addition, several Arco Alaska employees are working with teams of parents to wire area schools, enthusiastically participating in Net Day parties.

To provide incentives for talented students to go on to college, Arco also runs several high school internship programs geared to students with a high level of technological ability. (Ken Thompson, President, Arco Alaska)

Ashland has developed inexpensive educational programs that support education. Among these is a free newsletter, *Parent Power*, that is provided to parents and others interested in education. Ashland also originated the Day On Campus program, which puts students in grades three to nine on college campuses. In addition, Ashland awards $2,500 Teacher Achievement Awards to ten teachers in four states -- Kentucky, Minnesota, Ohio, and West Virginia -- noted for teaching excellence. Ashland's Recipes for Self Esteem program provides self-esteem teaching suggestions to teachers. It was distributed in a four-state area to every elementary and middle school. (Paul W. Chellgren, Chairman and CEO, Ashland Inc.)

AT&T joined with Florida Governor Lawton Chiles to conduct the Florida State Education Summit, modeled after the 1996 National Education Summit. In conjunction with this statewide initiative, AT&T has awarded grants to further support professional development programs for teachers in the use of technology.

AT&T also has launched the AT&T Learning Network, a five-year, $150 million commitment to bring some of AT&T's newest technologies and extensive support services to every public and private, elementary and secondary school in America. This joint offering from both the business and philanthropic sides of the company features technologies such as Internet access, voice messaging mailbox service, and wireless voice communication; together with AskLN, an exclusive on-line mentoring program; community resource guides; AT&T Learning Network grants through the AT&T Foundation; and AT&T Learning Points, a program that enables AT&T residential customers to earn five "learning points" for every dollar spent on eligible AT&T residential telephone service and designate those points to any accredited K-12 school of their choice.

Although under way for only six months, various components of the AT&T Learning Network program are now active in more than 20,000 schools, across all fifty states, and schools continue register daily.

To date, the AT&T Foundation has awarded more than $9 million in AT&T Learning Network Grants to nearly seventy local, regional, and national organizations. AT&T Learning Network Grants have focused on the use of technology to support higher academic standards, assessment tools, and accountability mechanisms.

For example, with a grant from AT&T, the Galef Institute will use communications technology to develop professional development programs for teachers to help them understand and develop standards-based curriculum. The National Board for Professional Teaching Standards will be able to use technology to more efficiently deliver and administer its national standards certification program to teachers across the nation, courtesy of an AT&T Learning Network Grant. AT&T's traditional interest in the importance of teaching is reflected in an AT&T Learning Network Grant to support the on-line dissemination of the seminal report of the National Commission on Teaching and America's Future. (Marilyn Reznick, Vice President, Education Program, AT&T Foundation)

BellSouth believes that even prior to high school, students need to see and hear how classroom experiences can translate into real-life skills that lead to successful careers. Thus, in 1996 the company developed Ground Hog Day, a job-shadowing program in BellSouth work sites that incorporate specific strategies for middle school students, teachers, and employees to connect learning to earning. More than 1,100 students participated in the February 1997 launch.

Back in the classroom, BellSouth will debut Pioneering the Future, a seven-session program for middle school classrooms where BellSouth employees relate firsthand knowledge of skills required in the telecommunications industry to math, science, and language arts skills.

To support its Summit commitment to develop effective, reasonably priced products and services for the education market, on September 9, 1996, BellSouth announced a $25 million commitment to provide 4,000 schools in the South with a comprehensive technology package to improve learning. The program, called Learning Will Never Be The Same!, supports and expands the objectives of NetDay, the national movement to wire the schools in the "barn-raising" tradition.

BellSouth's offer concentrates on voice and Internet services over nine months in the schools and among teachers to achieve a critical mass of experience. Six school accounts, and home accounts for 30 percent of the teachers, allow a local exchange of ideas and a mutual support system for learning about and using the Internet and classroom telephone services.

After nine months, school personnel will be able to make more effective decisions about telecommunications products and services, which will be available at significant discounts under the Telecommunications Act of 1996. BellSouth's Internet service includes a custom-designed Education Gateway that provides user-friendly links to local and national web sites of value to teachers, parents, and students.

Moreover, during 1997, BellSouth employees and the BellSouth Pioneers will provide the volunteer and technical support to accomplish the wiring of six classrooms in each of the 4,000 schools. Many employees will wire their own children's schools. In Mississippi, BellSouth also has committed to wire the schools of the empowerment zone in the Mid Delta. The 4,000 schools are selected by the company in cooperation with local school officials and encompass almost one-third of the schools in BellSouth's local service operating territory.

As schools are wired and begin receiving Internet service, teachers will be invited to apply for small grants to make their instructional package complete. The BellSouth Foundation has allocated $500,000 to fund proposals for software, training, evaluation, planning, or other resources required for technology effectiveness.

Learning Will Never Be The Same! was designed to accelerate the capacity of schools to use telecommunications services to improve learning in the classroom. BellSouth managers are working aggressively to implement the offer in all 4,000 schools by the end of 1997. (Pat Willis, Director, Corporate and Education Affairs, BellSouth)

Eastman Kodak Company helps both teachers and students by creating education solutions that make it easy and affordable to use pictures in the classroom, be they conventional snapshots or digital pictures on computers. A special emphasis has been placed on digital student portfolio solutions. Such portfolios, incorporating a variety of images as part of student work, enable educators to easily assess and track educational progress, linking academic work to state or local standards. Details on the bundled solutions can be found on Kodak's education web site at http://www.kodak.com/edu.

Following the Summit in 1996, Kodak announced an Education Technology Grant program to encourage educators to seek innovative ways of using imaging to improve teaching and learning processes. Thirty cash awards were made -- fifteen in the United States and fifteen abroad. The grant recipients' projects focus on achieving higher standards through better communication and greater home involvement; improving and simplifying assessment through the creation of digital portfolios; and teacher training in the effective use of technology. Grant winners and their projects are posted on Kodak's education web site.

Kodak has also worked with the New York State Education Department to incorporate color images of examples of student work in New York's new Learning Standards and Resource Guides. The images will help to make the standards more useful for the educators who are responsible for implementing them.

In May, Kodak will sponsor "Regents Review Live," a program to help high school students review for the state's highly regarded Regents Examinations, which will be required of all New York students in three years. The series of reviews will be offered to all New York PBS television stations for broadcast to schools and homes in order to assist the 1.1 million students taking the exams this spring. (George M.C. Fisher, Chairman and CEO, Eastman Kodak Company)

Experian cites the value and increasing activity of "Teachers Net," an on-line service operated as a nonprofit activity. This service allows teachers to share curricular information, teaching experiences, and insights in a cumulatively beneficial way. (D. Van Skilling, Chairman and CEO, Experian, and Chairman, California Business Roundtable Education Task Force)

IBM, through the Reinventing Education grant program, is developing customized, cutting-edge technologies for school districts and states that are designed to enhance teaching and raise student achievement. Some of the projects include: Wired for Learning, a software program that strengthens the links between school, home, and community; Watch Me Read, a software application that helps students in grades one to five learn to read; Data Warehouse, a customized and comprehensive system for school-based data collection, retrieval and analysis that enables more effective decisionmaking; Interdisciplinary Math/Science Curriculum Tool, software that uses image processing technology to allow students to examine phenomena not available in traditional science classrooms by analyzing and manipulating computer-based images using major abstract mathematical concepts; and Digital Portfolio Assessment Tool, software that provides teachers with on-line resources that enhance their ability to evaluate student portfolios using established academic standards.

IBM's K-12 business unit created SchoolVista 2.0, a revolutionary instructional management software tool that is based on the knowledge that teachers assign work to their students from a variety of sources, including the Internet, IBM software, software from other technology companies, books, and laboratory experiments. SchoolVista 2.0 provides teachers with an easy-to-use interface for making assignments tailored to the learning needs of individual students and is matched to a state's or district's academic standards.

In February 1997, IBM announced Reinventing Education 2, a new philanthropic initiative that builds upon the original Reinventing Education grant program. Through Reinventing Education 2, IBM will make additional grants to school districts and/or states that are interested in using cutting-edge technologies to support their school reform efforts and promote higher student achievement. Reinventing Education 2 grantees will integrate into their schools one of the technologies being developed through the Reinventing Education program. (Stanley S. Litow, Vice President for Corporate Community Relations, IBM)

Lockheed Martin Energy Systems, Inc., in order to support Tennessee's Manufacturing Means Jobs economic development initiative, began training institutes for high school teachers in cooperation with the U.S. Department of Energy. Both three-day and one-month courses for teachers, administrators, and counselors have been taught, covering manufacturing opportunities through science and technology. (Gordon G. Fee, President, Lockheed Martin Energy Systems, Inc.)

Maryland Business Roundtable for Education has developed a statewide technology plan that is being implemented and is providing wiring, computer equipment, software, and training to schools in Maryland. In addition, the Roundtable has developed a statewide professional development plan that will focus teacher training on improved student achievement. (June E. Streckfus, Executive Director, Maryland Business Roundtable for Education)

National Life of Vermont (NLV) has a mentoring program with the Barre Town Middle School and has helped the school establish a LAN by providing the wiring and installation of equipment. NLV communicates with the school through Internet e-mail. In addition, NLV has provided consultative services to help the school build a par course, which taught the students about the fundraising, design, and construction aspects of this effort. Currently, NLV volunteers are helping to establish a web site at the school. (Brian Vachon, Vice President, Communications, National Life of Vermont)

Norwest Bank has developed "Money Whys: A High School Program for Personal Money Management." It participates in the Join-A-School program, where consumer branch managers partner with local schools and teach high school students money management and economics. Managers teach classes at the middle school and elementary school level on banking and the value of money. Norwest Bank also provides three booklets as resource guides for students, teachers, and parents.

Managers coach students about how banking relates to Junior Achievement projects and teach segments of the "Seven Habits of Highly Effective People" to high school ninth-graders; tenth-graders are taught value awareness and clarification by bank facilitators.

Finally, Norwest Bank works in conjunction with the Focus Foundation during Stay-In-School Week, providing speakers who stress the importance of education and of receiving a high school diploma. (Larry D. Willard, Chairman of the Board and CEO, Norwest Bank New Mexico)

The **Omaha World-Herald Company** sponsored The Nebraska Science Odyssey, which was launched to introduce mobile technology samplers to rural schools throughout the state on a rotating basis. Most rural schools in the state are K-8. A mobile technology trailer contains computer systems, video studio equipment, measuring systems, and other science and technology items not routinely available to smaller school systems. During the short stay, the technology trailers will contain teacher and student guides to using the unit's contents and information that can be used throughout the year.

The objective of Nebraska Science Odyssey is to demonstrate the importance of technologically aided science instruction, thereby leading district school boards to choose to update their instruction material.

The *Omaha World-Herald* also offers the schools the Newspaper In Education (NIE) program. NIE is designed to encourage educators to use the newspaper as a supplement to their daily curriculum, thus bridging the gap between the classroom and the real world.

In addition, the *Omaha World-Herald* sponsors Where in the World-Herald, in conjunction with the Geographic Educators of Nebraska (GEON). Based on a model developed by The National Geographic Society and implemented by volunteer teachers throughout Nebraska, this seminal program encourages families with school-age children to learn about geography together at home by reading newspapers, studying world maps provided by the *World-Herald*, and answering geography-related questions. At the beginning of the program, all family members sign a pledge to participate. The entire family completes a journal entry each week and then submits it at the end of the program. Completion earns the family a special National Geographic globe and certificate from the *World-Herald*. Results are encouraging, with a completion rate about 90 percent and positive feedback for the first semester of the program. (John Gottschalk, President and CEO, Omaha World-Herald)

Phillips Petroleum Company has a long history of involvement in Junior Achievement, both in terms of financial support and employee involvement. In 1989, Phillips provided start-up funding to launch a course in applied economics that could be transmitted to rural schools via satellite. Today the program reaches almost fifty schools in eleven states.

Phillips Environmental Partnership awards grants ranging from $500 to $5,000 to K-12 schools and nonprofit community groups for programs that enhance the environment and teach environmental stewardship. And a special three-week course on lignite mining, which Phillips funded with Texas A&M University, has been incorporated into the earth sciences curriculum for all Texas eighth-graders.

Phillips is a longtime supporter of National Engineers Week, which seeks to encourage young people to study engineering and the sciences. The company not only provides funding, but also encourages its engineers to volunteer in their local schools.

Phillips holds the annual Green Country Science Teachers Workshop for area teachers at its Research and Development Center. A four-part educational film series, the most widely viewed in the nation, is distributed free of charge to teachers. The films cover science, math, the U.S. economic system, and wildlife habitat. And since 1975, Phillips employees have been involved in the Texas Alliance for Minorities in Engineering, an effort to encourage minority students to consider engineering and science as a career. (Wayne Allen, Chairman and CEO, Phillips Petroleum Company)

Southwire welcomes teachers and administrators to participate in training the company is already providing. For example, educators have an opportunity to engage in computer, quality, and leadership training.

Southwire, along with many other Georgia businesses and foundations, has continued to support The Next Generation School Project, a school reform initiative that funds and encourages the use of innovative technology and the necessary teacher training.

Southwire presents grants to Georgia schools to encourage new and innovative classroom projects that promise wide-range and long-lasting effects on education and are based on the national education goals. Southwire recently gave its 100th grant for this purpose.

Southwire offers a speakers bureau for students on over thirty subjects such as international sales, accounting, and overcoming adversity. This practice puts working people in the classroom to emphasize the need for strong skills, and to encourage students to make the link between achievement in school and success in the workplace. (Roy Richards, Jr., Chariman and CEO, Southwire Company)

The Taubman Company, rather than modifying hiring practices and business location decisions within the company, decided to put its energies into helping a new organization whose sole purpose is to improve educational opportunities for young people. This organization, The Leona Group, was launched in September 1996 as a limited liability company that seeks to accomplish its purpose through two major initiatives -- the provision of management services to schools and the development of individualized education software.

The company's first initiative is aimed at improving educational opportunities for young people in urban and rural areas, whom studies repeatedly indicate are in greatest need. Currently, The Leona Group manages three charter schools in western Michigan and expects by the fall of 1997 to have completed management arrangements with six more schools that will serve another 1,800 or more students.

Both the curricular programs and the rest of the management services are tailored to each community's needs and desires. Thus, the New Directions High School Academy in Pontiac employs a school-to-work trades program, while the Walter French Academy (grades six to twelve) in Lansing offers a business and technology program. The Grattan Elementary in rural west Michigan has adopted a standards-based program developed by the Hudson Institute known as the "Modern Red Schoolhouse."

Taubman has provided several million dollars in start-up loans to charter schools in Michigan, without which many of these schools would not have been able to open their doors. Because all of these loans have been fully satisfied to date, the company is committed to continue this kind of vital assistance to Michigan's charter schools. (A. Alfred Taubman, Founder and Chairman, The Taubman Company)

United Parcel Service (UPS) technology people have been instrumental in helping to develop educational software and a systems integration process to help classroom teachers, schools, and school districts interface and align curriculum with technology. This involvement has been through membership in, and task forces and committees of, the Kentucky Educational Technology System (KETS). (Gary Lee, Executive Director, The UPS Foundation)

US WEST Communications has supported teachers in many different ways over the years. The US WEST Teacher Network provides training for teachers on how to incorporate technology in the classroom. Teachers are given on-site training and a laptop computer. They then become experts in technology and train other teachers in their schools to spread the word and generate innovative ways to integrate technology into the classroom. The US WEST Teacher Network will reach more than 43,000 teachers in the fourteen-state region.

In addition, US WEST has a competitive grant process called Connecting Teachers with Technology, in which teams of teachers can submit ideas on how to incorporate creative technology projects in their schools in a way that actively involves students. A total of fifty-six schools (four from each of fourteen states) each receive an $8,000 grant to implement their technology project. This annual investment of $448,000 has helped to bring technology to otherwise isolated communities and teachers. (Richard D. McCormick, CEO, US WEST Communications)

5. What significant, possibly innovative steps does your firm plan to further the above commitments in 1997?

Aavid is working directly with the University of New Hampshire to develop a secondary-school-level problem-solving system that can bring real-world, applied experiences into science classrooms. The system is called Design Of Experiments (DOX). The university has taught this system to more than twenty-five companies within the state. The intention is to teach the system to high school science teachers and then have them partner with companies that have received the university training and experience in solving their technical problems. (Ron Barelli, CEO; Alan F. Beane, Retired CEO; Erling Mostue, Director, Education and Community Affairs, Aavid Thermal Technologies, Inc.)

Ameritech recently appointed a new position, Vice President of Education and Policy, to address strategic matters in education such as those Achieve has targeted. The position will focus on how the corporation can best address the need for lifelong learning from P-12 through adult qualification. Ameritech is initially working on an external review board with the Illinois State Superintendent to ensure that world-class standards are implemented in its home state.

Additionally, Ameritech is are working with a major university to develop a software program to assist schools with a vendor-neutral planning tool for school technology plans. Technology, properly planned and implemented, can be a powerful force in restructuring education and in creating high-energy, active, and interesting classrooms. (Marvin E. Bailey, Vice President, State Technology Programs, Ameritech)

Arco Alaska is actively participating in all regional education summits around the state and will continue to do so. In June 1997, Arco will also hold a one-week science and technology camp to acquaint students with careers that use those subjects. The company hopes to spark their interest in taking more math and science courses in school. (Ken Thompson, President, Arco Alaska)

The Boeing Company's involvement in education is guided by a single-minded mission -- to work together in public-private partnerships that create and support high academic standards in public schools. In 1997, Boeing will aggressively pursue strategies to build public awareness about the need for The higher academic standards in schools and to assist districts in their efforts to raise academic standards. Boeing helped create Partnership for Learning, a unique nonprofit organization funded by Washington businesses to build public awareness about the state's school improvement efforts, and will continue to support the Partnership. As the largest employer in the state, Boeing also is working to provide information directly to its employees about Washington's new standards and tests. Through its weekly newsletter and through parents' guides and brochures at information kiosks throughout its offices, Boeing is working in partnership with school districts across the state to ensure that educators have the tools and training to help students meet higher standards. In particular, Boeing is a significant supporter of the Washington Alliance for Better Schools, a coalition of five Seattle-area school districts using the high-performance school design models developed by the New American Schools Development Corporation. (Ronn Robinson, Company Director, Education Policy, The Boeing Company)

Cincinnati Bell Inc. provides funds, equipment, and personal time to a number of educational institutions in the communities in which the company is located. For example, in Orlando, Florida, and Cincinnati, Ohio, the company runs a program called BEST (Building Enthusiasm for Science and Technology) for about 500 minority high school students who have been nominated for the program by their teachers. The program is targeted to students who show some aptitude for math, science, or engineering.

It is often difficult for schools to persuade disadvantaged children to choose a career in science. Cincinnati Bell wants to show them what such a career might be like and how science is applied. Students attend various events over the course of a week at one of the work sites and complete projects. Among them has been a group that built a speakerphone from basic components, a group that developed a software program using visual BASIC, and another that managed a computer-simulated engineering company.

In Orlando, Cincinnati Bell's software subsidiary created a scholarship fund that now has eighteen corporate sponsors. Each year five scholarships of $4,000 are awarded to Hispanic students based on both academic achievement and community involvement. Cincinnati Bell still performs the administration for this award. (Dwight H. Hibbard, Retired Chairman of the Board, Cincinnati Bell Inc.)

Circuit City Stores, Inc., through its foundation, will continue its financial support of the Achievable Dream Magnet School Program in Newport News, Virginia. The project began as an after-school tennis and tutoring program for at-risk third-graders and is now a school for at-risk students in grades four through six. The majority of the students are African-American males.

The school year is an extended forty-two weeks, the school day runs from 7:30 a.m. to 5:30 p.m., and parents must be willing to take an active volunteer role in the school. Academic standards are consistent with Virginia's statewide standards of learning. The school places a major emphasis on character development and discipline, in addition to academic development. Military volunteers provide leadership for a daily character education program and students take numerous field trips, have extensive interaction with technology, and participate in extracurricular activities.

Once the culture of the school has been assimilated, the academic strengths of these children begin to surface. Fifth-grade students showed significant growth in reading measures. Sixth-graders attained a higher pass rate on the reading, writing, and math portions of the Literacy Passport test than did students in the Newport News Public School System. Continued support is necessary for these students, and the program provides it for both the middle school and high school years. (Sandy Stoddart, Executive Director, Circuit City Foundation)

Cook Group Incorporated continues to support, financially and otherwise, six educational programs in our area. Harmony School, located in Monroe County, Indiana, offers an alternative form of education using innovative teaching methods. Cook Group encourages the school's involvement with other school systems throughout the state.

COMMIT, Inc. is a group of individuals and organizations committed to improving education in Indiana and to allowing parents a choice of schools. Another program Cook Group supports is 21st Century Scholars, a program created to encourage students from poor families to graduate from high school and enter postsecondary education.

Cook Group also supports adoption and implementation of ISTEP (Indiana Sequential Tests of Educational Progress), which requires testing for grades three, six, eight, and ten, and Core 40, which requires that high school graduates have a basic forty courses to prepare for college. Cook Groups has also donated computers and financial support to a local school that has students predominately from low-income families. (Stephen L. Ferguson, Executive Vice President and COO, Cook Group Incorporated)

Delta and Pine Land Company plans to have all employees hired with a high school diploma or better. The company plans to maintain its new employee education benefits for post-high-school and post-college study. It plans to down-link college courses via satellite and Internet and continue to reward or recognize employees each time they receive a degree such as a high school, college, or post-college diploma. (Roger Malkin, Chairman, Delta and Pine Land Company)

Eastman Kodak Company is in the process of changing its hiring process to support higher educational standards. At its simplest, its new approach will likely require the submission of a high school transcript for certain job categories, such as business or technical support, that do not require a college degree. The transcript will constitute one criterion in hiring decisions. (Michael Morley, Vice President, Human Resources, Eastman Kodak Company)

Experian is participating in several innovative programs that are expected to have more impact in 1997 than in 1996. Significant among these is Project Tomorrow, an Orange County-wide program in which Experian is an initial "investor." Project Tomorrow is a long-term program to provide more integrated and comprehensive science and technology education in grades K-12. In this program, schools compete as K-12 clusters to have projects funded. The projects are specific and have objectives tailored to that school cluster. The potential projects range from "wiring the unwired" to integrating technology into the science curriculum. (D. Van Skilling, Chairman and CEO, Experian)

Florida Progress Corporation has developed a number of computer-based training programs for the various skilled trades; training is one of the corporation's strengths. The corporation hopes to develop a business education partnership that will allow these programs to be used to develop useful skills while students are still in high school. (Dr. Jack B. Critchfield, Chairman of the Board and CEO, Florida Progress Corporation)

Lockheed Martin Energy Systems, Inc. Gordon G. Fee, president of Lockheed Martin, says the Summit demonstrated to him that if significant improvements are going to be made in education, business leaders must become more involved. Therefore, as he retires this year, he has agreed to work for the commissioner of education as the executive director of Tennessee's school-to-career program. In this capacity, one of his primary responsibilities will be to champion the implementation of the initiatives that were discussed at the Summit.

To date over twenty of the key business leaders in the state have been recruited to assist in this endeavor. The commissioner of education, Dr. Jane Walters, who also attended the Summit, has moved out in an unprecedented manner to involve the business community in education reform. In many local business-educator partnerships, she has hired a business person to be deputy commissioner of the State Department of Education and the chief operating officer.

The business community has accepted the challenge to work directly with educators to show that student performance is important to provide advanced technology, to champion the adoption of standards for all grades, and to begin the process of identifying new and innovative ways of providing career experiences for students before they enter college. Lockheed Martin has been among the leaders in these initiatives, in Tennessee and nationwide, and plants to continue in the vanguard. (Gordon G. Fee, President, Lockheed Martin Energy Systems, Inc.)

Norwest Bank plans to continue working with the Greater Albuquerque Chamber of Commerce Youth Leadership program, which develops and rewards high school students for their academic proficiencies. Business leaders provide direction and mentoring to the students in their school projects.

Norwest Bank will continue to support "Take Your Child to Work Day"; to work with the Albuquerque Business Education Compact, which focuses, in part, on stay-in-school initiatives; and to provide work-study opportunities for at-risk high school students. Norwest Bank is in the process of creating a degree-granting banking school at the Technical Vocational School. (Larry D. Willard, Chairman of the Board and CEO, Norwest Bank New Mexico)

The **Omaha World-Herald Company** continues to provide the leadership and financial support to the efforts of OMAHA 2000, which significantly expands the scope of education reform in the greater metropolitan Omaha area. In addition to increasing the awareness and engagement of local businesses in the pre-K-12 arena, OMAHA 2000 is providing leadership to the standards movement at both the local and state level. Education finance reform is another major focus.

The mission of OMAHA 2000 is to be a catalyst for the community to facilitate changes necessary to meet the national education goals in a planned and purposeful way with measurable results. (John Gottschalk, President and CEO, Omaha World-Herald Company)

Phillips Petroleum Company sponsored the Oklahoma State Education Summit in January for educators and business leaders throughout the state. In addition, the company is working with state educators to develop academic standards for Oklahoma students.

In 1998, Phillips' chairman and chief executive officer will chair NEW. The company is planning a legacy program based on the Slinky. A video and teaching guide will describe how the Slinky can be used to teach basic principles of physics. (Wayne Allen, Chairman and CEO, Phillips Petroleum Company)

Policy Management Systems Corporation is developing a program through a local high school to train network engineers after school. If this program is successful, the corporation will hire the individuals when they graduate and encourage them to continue their education through its Education Assistance program.

The corporation is involved in the local school-to-work program and has high school interns working in its LAN/WAN areas. (G. Larry Wilson, Chairman of the Board, President, and CEO, Policy Management Systems Corporation)

Procter & Gamble is working with Governor George Voinovich to hold an Ohio State Education Summit. It will focus on raising Ohio's educational standards. Ideally, in Procter & Gamble's view, the company will then be able to ask Achieve to benchmark, for example, the state's fourth-grade standards -- so Ohio is able to compare its standards with those of other states, or even other developed countries, to see whether the state expects less or more of our students than they do and whether any changes should be made. (Bob Wehling, Senior Vice President, Advertising, Marketing Research, and Government Relations, The Procter & Gamble Company)

The Prudential Company of America is continuing to work through the committees set up at New Jersey's education summit to advance the recommendations agreed upon at the Summit. The committee members who attended the Summit are forming the New Jersey Business Coalition for Educational Excellence. This group essentially formalizes programs pursued by the New Jersey Chamber of Commerce within a framework established at the summit. In its broadest sense, it provides a way for the business community to become involved at the policy development level of education.

The coalition is also establishing a database that will allow individuals or groups to look through (and perhaps later adapt) models for the existing business-education partnerships and to learn what corporate resources and partnerships are available for particular education projects. The Best Practices Database will be functioning by late 1997. (Mary O'Malley, Director, Local Initiatives, The Prudential Company of America Insurance Company of America)

Tektronix Foundation has as its highest priority support for students and proficiency-based K-12 reform. Through a matching gift program, employees can direct philanthropic activities from the corporation to education improvement programs in schools. The company, in close concert with the Oregon Business Council, is committed to innovative reform efforts at both the policy and program levels. (Jerome J. Meyer, Chairman and CEO, Tektronix)

The Texas Business and Education Coalition is strongly promoting the use of comprehensive information management systems to help provide educators with the tools they need to carry out their daily operations more efficiently. The system would include analytical tools to provide feedback on instructional performance and resource allocations. This is part of an initiative to encourage data-driven decisionmaking in the Texas public school system. (Charles Miller, Chairman, Meridian Advisors, Ltd., and Chairman, Education Commission of the Texas Governor's Business Council)

US WEST Communications will continue to provide leadership in the area of technology training and access for educators and communities. US WEST offers discounts to school districts for Internet access and has established voice mail systems that provide innovative ways for educators to communicate with parents and students.

US WEST has developed a CD ROM called Boom Town that will be distributed to middle school teachers throughout the fourteen-state region and to recreation centers in the inner city. It allows students to explore the relationship between school and careers in a fun way. If they make the right choices, they are rewarded with an interesting job with an interesting company. The wrong choices produce an unappealing outcome.

US WEST will continue supporting education in many other ways -- such as continuing its college intern program, donating used computers to schools, and hiring at-risk high school youth in the summer. (Richard D. McCormick, CEO, US WEST Communications)

Washington Mutual, Inc. is a significant contributor to Partnership for Learning. The chairman, President, and CEO sits on its board of directors, and is also the incoming chairman. Partnership for Learning is a nonprofit organization supported entirely by business and civic leaders to build public support for the school improvement effort. The cornerstone of this initiative was the state's 1993 School Improvement Act. That act called for clear academic standards, better tests, and accountability for results from students and schools. This year the Partnership is engaged in an aggressive outreach campaign to build support among community leaders, parents, and education leaders for continued implementation of the act. (Kerry Killinger, Chairman, President, and CEO, Washington Mutual, Inc.)

At **Western Resources, Inc.**, a group of employees was trained last year through the Green Circle program with the National Conference of Christians and Jews. These employees committed to working with elementary students, serving as mentors and introducing students to the world of diversity.

Western Resources believes that vigorous partnerships are needed between businesses and schools. Therefore, in two major cities it serves, the company has developed active partnerships with two local schools. And last year, Western Resources provided one of those schools with a grant to support development of the Progress Reporting System. Through this system, parent involvement and parent-school communication is enhanced, a key to inspiring students' academic achievement.

SECTION C: COMMITMENTS KEPT -- STATE RESPONSES

In keeping with its mission, Achieve surveyed the Governors on the steps they have taken to keep the commitments they made at the Summit. The following are their answers to the six questions posed.

COLORADO

Governor Roy Romer

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   As of January 1, 1997, all 176 of Colorado's school districts have in place student standards in six basic subject areas -- reading, writing, math, science, geography, and history. This move, begun in 1993, puts Colorado squarely in the middle of the most powerful education reform movement in the nation.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   Since the 1996 Education Summit, Colorado Goals 2000 has developed a report and recommendations of the Goal 4 Task Force, titled "Prepare and Support Educators to Enable Students to Reach High Standards." This document is intended to give all Colorado teachers the tools they need to instill in their students a love of learning and the skills and tenacity to reach higher academic standards. This document includes recommendations such as adopting and promoting guidelines for implementing effective professional development in Colorado schools, and developing and supporting policies that recognize the importance of professional development so that educators can help students meet standards.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   Using technology to improve student learning is an important objective for Governor Romer. In Colorado, the Technology Learning Committee and Net Days have the potential to dramatically alter the way education is delivered. In May 1996, Governor Romer signed legislation authorizing the Technology Learning Committee to provide $20 million in grants and loans to schools and libraries to upgrade and expand the uses of technology in education by assisting with connection to the Internet, acquisition of new computers, and showcasing new, emerging software programs to teach children in more interesting and relevant ways. Colorado Net Days is an ongoing volunteer activity through the summer of 1997 to start the process of wiring every school and classroom to ensure that all Colorado students have the opportunity to take advantage of the learning resources available through the "information superhighway."

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

On October 7, 1996, the Mile High School Summit was held in Denver. This conference, attended by more than 300 people, provided an opportunity for higher education academic officers and faculty members to meet with K-12 leaders, business leaders, and legislators around the topic of an aligned educational system for Colorado. Since the conference was held, regional meetings, involving individuals from K-12, higher education, and business, have been held to discuss educational reform and begin active collaboration or achieve higher standards for all students from kindergarten through college. The Mile High Education Summit and follow-up regional meetings have identified major points of divergence between K-12 and higher education philosophy so that Colorado students can experience a seamless standards-based education system, K-16.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

Preliminary results from Colorado's school districts imply that standards not only raise student achievement, but also close gaps between various ethnic and socioeconomic groups. For example, Weld County School District 6 reports steady progress across the board, having as many as 17 percent more students over three years scoring at or above the standard. Additionally, assessment results have improved for every racial and socioeconomic group tested in the district.

Many Colorado school districts have implemented innovative programs, whose emphases range from student-initiated education to technology, in order to prepare for standards. For example, Arapahoe 5 in the Cherry Creek School District responded to the need to meet reading standards by establishing an early intervention literacy project. This project was developed to identify first graders not reading at a pre-basic level and provide these students the help they need in order to read at a basic or proficient level by the end of the first grade. Of the 217 children identified as being at risk, 58 finished the year at the basic reading level and 123 were judged as proficient.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Understanding that implementing standards is the first, but certainly not the only, element involved in raising student achievement through standards-based education, Colorado will begin assessment based on the newly implemented academic content standards in 1997. Obtaining a clear picture of what a student knows and is able to do will not only provide accountability, but more important, enable teachers and parents to identify areas where students may be deficient. Clear goals and an accurate measure of whether or not a student is reaching these goals helps teachers and children determine the next critical steps in every student's education.

IDAHO

Governor Philip E. Batt

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   Idaho's expanded testing program (grades three to eleven) includes both standardized tests and performance assessments. Results are prepared for parents and schools. The state's revised accreditation process emphasizes school improvement plans and results, rather than using the traditional "check-off" approach. The State Board of Education has identified core subjects and is developing exiting standards for those subjects.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   State development and teacher in-service programs are tied to test results. For example, the state's Direct Writing Assessment -- which is nearly two decades old now -- requires "graders" from throughout the state to read and evaluate each essay. Based on what they have learned about how students write, how they respond to a prompt, how they use grammar and writing skills, and so forth, those teachers are able to return to their districts and offer training to their colleagues on how to improve the teaching of writing. Similarly, assessments in mathematics and science will have the same impact on teachers in those subject areas. The Professional Standards Commission is developing a technology competency as a requirement for teacher certification Idaho beginning in the year 2000.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   In addition to the teacher certification noted above, Idaho has made a significant investment in technology -- hardware and software -- over the past few years. Guiding this effort is the Idaho Council on Technology in Learning, a broad-based committee that has developed a statewide plan for technology incorporating proposals made by the state's 112 school district plans. (To qualify for state technology assistance, each district had to develop its own long-term plan for adding and using technology.) To measure the effectiveness of this investment, the State Department of Education has added a new staff member whose responsibility is to evaluate the results of Idaho's public school technology expansion.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

   Development of existing standards for common core subject areas. See answer 1 above.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

Twice Idaho has raised its scoring standards for its direct writing assessment to reflect improvement in student performance. Standardized test achievement scores rose an average of 3 percentile points in math, reading, science, and social studies between each grade (grades three to eleven) last year.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Currently Idaho's performance assessment program includes assessments in writing and mathematics. During the coming year, a third assessment in science will be field tested.

ILLINOIS

Governor Jim Edgar

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   Draft academic standards were developed through the involvement of hundreds of educators throughout Illinois. These standards were released for public comment shortly after the National Education Summit. More than 28,000 Illinois citizens, educators, and businesses provided feedback on the Draft Illinois Academic Standards. The public comments are under review by a team of state leaders from education, business, parent groups, and other interested organizations. Later this summer, the Illinois State Board of Education will adopt the Illinois Academic Standards.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   A Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Teachers was adopted in November 1996 by the Illinois State Board of Education. A symposium titled "World-Call Educators for the 21st Century" was held to spark additional dialogue on the Illinois Framework and the implementation process. More than 300 educators and policymakers were in attendance. Implementation plans for the Illinois Framework include the following:

   - Establishing professional standards for teachers linked to student academic standards;
   - Implementing assessments of teacher knowledge and skills relative to professional standards to be used in the licensure system;
   - Restructuring the licensure process to reflect stages in the professional development of teachers including an initial, standards, and advanced license;
   - Redesigning teacher preparation programs;
   - Creating induction programs for new teachers;
   - Implementing requirements and incentives for continuing professional development linked to license renewal; and
   - Reinvigorating a proactive approach to teacher recruitment.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

Illinois is in its second year of Governor Edgar's four-year plan to provide high-speed, affordable Internet access to all schools. In addition, the Illinois Line-on Initiative is supporting increased professional development for teachers and community-based planning projects to help districts in low-income communities bring technology to their schools and communities. This initiative also offers on-line curriculum projects for schools including a Museums in the Classroom Project in which students help digitize Illinois museum exhibits on the Internet for the enjoyment of all students and citizens.

The Illinois Academic Standards incorporate standards for technology use by students. By ensuring access to all students and setting high standards, Illinois believes it can prepare students for the twenty-first century workplace.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

The very best illustration of the state's effort to pursue standards-based reform is the impressive level of response to the public engagement campaign. More than 28,000 citizens offered feedback on the Draft Illinois Academic Standards. This process, which involved written comment, Internet commentary, an 800-number hotline, focus groups, and public hearings, has generated statewide discussion and awareness of the need to focus on high standards for all students.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

As noted above, the standards are expected to be approved in the summer of 1997. Once the standards have been adopted, the Illinois student assessments will be adapted to assess attainment of the standards. Illinois is well on its way toward strengthening its standards-based education system by establishing clear academic standards as a foundation, aligning the state assessment to measure student achievement of the standards, holding schools accountable to achieve the standards, enhancing teacher knowledge and skills, and building support systems such as a technology infrastructure.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

In 1997 Illinois will continue to pursue total alignment of all significant parts of a standards based educational system, and new initiatives to support this process will be developed as appropriate. For example, the state will be working to develop an on-line catalog for educators to share best practices in standards-based education reform. The catalog will be organized around the Illinois standards. It will include examples of local curriculum, assessments, and student work geared toward the attainment of specific standards. In addition, the state will use its Regional Offices of Education to provide educators professional development opportunities focusing on the implementation of standards-based education in the classroom. These initiatives and others will facilitate the statewide implementation of the use of standards in Illinois schools.

KANSAS

Governor Bill Graves

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

After utilizing a minimum competency testing program during the 1980s, Kansas began setting high academic standards in 1989. Initially, the following areas were identified for development of rigorous state standards and assessments -- reading, writing, listening, speaking, mathematics, science, and social studies. Listening and speaking were eventually eliminated for funding by the Kansas Legislature.

The first edition of mathematics standards was completed in 1990, a significant revision was completed in 1993, and standards were again revised in 1996. Standards in the area of communication were completed in 1992 and revised in 1993 and 1996. Standards in science and social studies were completed in 1993 and revised in 1995. The standards in all subject areas are being reviewed at least every three years for possible revisions.

Kansas also has state assessments of state and school building progress toward meeting the high academic standards in the five curriculum areas. The first state mathematics assessment was piloted in 1991. The baseline year for measuring improvement in performance of the state mathematics assessment was 1995. The baseline year for the state's reading and writing assessments was 1994. The baseline year for the state science assessment was 1996. The state social studies assessment is being piloted in 1997 for the second year, and the baseline year will be 1999. The state assessments are designed to measure the progress of school buildings toward meeting high standards of excellence, though they also can be used, along with other locally determined measures, to measure student progress.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

Kansas has had state funding to support local districts in their staff development efforts to enhance the quality of teaching since the 1980s. In addition, Kansas has been engaged for the past three years in redesigning its educator licensure system and is participating with INTASC as part of the efforts to improve the quality of teachers entering the profession for the first time. Additionally, Kansas was asked to be one of the partner states in the National Commission on Teaching and America's Future. Staff of the State Department of Education provides numerous opportunities for teachers and other educators to participate in workshops intended to improve the quality of teachers in the state, and staff development is a priority for a number of grant programs that the State Department of Education administers as well.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   The State Department of Education, working with representatives of teachers, administrators, and local boards of education, is in the final stages of developing a state technology plan that will be used to guide future efforts in incorporating technology as a support of school improvement efforts. The plan will not only be part of seeking federal funding, but also be used to guide other State Department of Education initiatives. The department and others have also provided a number of workshops for educators to assist them with accessing resources available on the Internet and incorporating the use of those resources into instruction designed to help students reach the state's high academic standards. Several state agencies are currently working together to provide more ready access to the Internet for all schools and libraries in the state.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards- based reform?**

   The combined progress of the Governor's office, the legislature, and the State Board of Education in implementing a results-based accreditation system that is supported by high academic standards probably best illustrates our efforts to support innovation in support of standards-based reform. Under the accreditation system, schools are required to maintain and analyze data as they make decisions about areas in which improvements are needed and involve local site councils in the development of improvement plans. The state curriculum standards and assessment program is part of the accreditation system as is the state staff in service plan. Under recent regulations adopted by the State Board of Education, schools are required to seek improvements in academic areas in which they have not achieved the standards of excellence established by the State Board.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

   Results from the 1996 state assessments show evidence of student gains in performance in mathematics at all grade levels assessed (grades four, seven, and ten) for the fourth straight year. Very few Kansas schools have met the rigorous standards of excellence that have been established, but the number has grown. Growth is less evident in reading, though annual performance is strong. Student performance in writing has also improved in a number of areas and has remained stable at a fairly high level of performance. Ten to 20 percent of Kansas schools are achieving the standards of excellence on four of the six traits on which writing assessments are scored.

   Anecdotal evidence of improved student achievement has been evident through reports from external review teams. The state's contractor for the state assessments is just beginning research into factors that contribute to improve performance on the state assessments. In so doing, the contractor has identified a number of schools for which performance has improved markedly over the last several years. This information should help other schools improve.

6. What significant new, innovative steps do you plan to further these goals for 1997?

The state is considering participating in NAEP for the first time in order to allow for comparison of performance of Kansas students with student performance in other states. The state's educational technology plan will provide significant opportunity for statewide improvement in incorporating technology into instructional efforts focused on high academic standards. Kansas' partnership in the National Commission on Teaching and America's Future will assist the state in addressing the continuous improvement of educator preparation in the state.

Three efforts under way by the State Department of Education will focus federal and state funds on school improvement efforts aimed at achieving high academic standards. These efforts include targeting federal special education funds toward the implementation of local school improvement plans; requiring a coordinated, consolidated local application for funds in six federally funded programs and one state-funded program; and integrating the onsite review processes for several programs in order to help schools see the connections between a variety of programs that target the achievement of high academic standards and school improvement.

KENTUCKY

Governor Paul E. Patton

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

High academic standards have been in place in Kentucky since 1992. We measure performance against absolute standards through a state-developed performance-based assessment. School and district performance is tied to an accountability system that provides financial rewards to schools that meet their goals and support to those schools that do poorly. In 1996 Kentucky released its Core Content for Assessment to elaborate on the high standards established in 1992. In February 1997, Kentucky distributed $27 million in reward funds to schools and districts that did exceptionally well over the previous two school years.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

Several programs have been initiated over the past year. The School Advocate Program provides an educational "consultant" for schools in need to provide guidance and serve as the leader of a statewide support network of distinguished educators. The Kentucky Leadership Academy is an intensive, two-year training program aimed at equipping instructional leaders with the skills and strategies they need in order to make positive changes in schools. The Partnership for Achieving School Success makes mentors of the 100 most successful schools. The state has also provided extensive training for all district professional development coordinators and developed a comprehensive planning process that integrates all school resources, allowing teachers to focus on continuous student improvement.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

Kentucky has made an unprecedented commitment to provide networked computers and other electronic tools to support teaching and learning. Kentucky was the first state to link every one of its district offices to a high-speed, wide area network. Between June 1992 and January 1997, the ratio of students per workstation has improved from 154:1 to 8:1. Similarly, the ratio of teachers per workstation has improved from 28:1 to 2.5:1. Every Kentucky classroom has broadcast video capabilities, and 60 percent of schools have building-wide networks. More than 40 percent of schools are connected to the information highway.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

In 1990 Kentucky established a statewide ungraded primary program for children from the age of five until they are ready to enter fourth grade. This program allows schools to flexibly sort and group students according to their needs and abilities rather than according to their ages. Teachers have been extremely innovative in identifying solutions that work best with each child. The success of this program is evident at the fourth-grade levels, where every student participates in the state assessment. From 1993 to 1996, elementary schools have dramatically outpaced the middle schools and high schools academically, as measured by this test.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

More than 92 percent of Kentucky's public schools -- led by the elementary schools, which exceeded their improvement goals by 27 percent -- showed improvement in the latest round of the state's assessment. More than 650 (53 percent) schools met or exceeded their performance goals for the 1993-94 to 1995-96 testing cycle. This improvement is evident across all school levels without regard to geography or socioeconomic status. The statewide distribution of successful schools shows that the academic goals, while rigorous and demanding, are feasible for schools serving any student population.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Kentucky's assessment results for the 1993 to 1996 testing cycle showed that the performance of middle schools is lagging well behind that of other schools. Consequently, the state is developing a new initiative that will clarify standards and expectations for middle school students and provide content-based professional development for middle school teachers.

Also, in February 1997, the Kentucky Board of Education voted to raise the state's requirements for high school graduation. This change has received widespread support and is expected to first affect the class of 2002. In addition, the state is well into developing a new initiative that will result in employers requesting and using high school transcripts as one element of data for employing high school students and recent graduates. Furthermore, during the summer of 1997 decisions will be made as to what form of performance assessment will be applied for individual student accountability.

MARYLAND

Governor Parris N. Glendening

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   In December 1996, the state released its seventh annual Maryland School Performance Report -- Maryland's education "report card." It showed continued gains among third-, fifth-, and eighth-graders, their schools, and school systems, on the rigorous Maryland School Performance Assessment Program (MSPAP), one of the nation's leading high standards assessments.

   The state also is moving into the development phase of a high-stakes, high-standards High School Assessment program. As the program is currently proposed, all Maryland high school students will be required to pass a series of challenging tests in English, mathematics, social studies, and science in order to graduate. This program is projected to begin with the Class of 2004. In early 1997, Maryland became one of the first states in the nation to agree to determine how President Clinton's national assessments in the fourth and eighth grades might complement its own school reform program.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   Maryland has moved ahead with its Redesign of Teacher Education recommendations in the past year, all of which form the policy basis for linking teacher education reform with K-12 student reform, as well as for developing the initiatives for K-16 articulation. Also last year, the state endorsed a plan that calls for professional development activities directly linked to success in the classroom. New regulations now require all teachers to have professional development plans that include performance-based evaluations, and a statewide task force is currently addressing the issue of new teacher assessment.

   Maryland has become a partnership state with the National Commission on Teaching and America's Future, chaired by Governor James B. Hunt Jr. of North Carolina. The state is also strongly supporting proposed state legislation that would begin a pilot program for 144 teachers over three years to help them achieve certification through the National Board for Professional Teaching Standards.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   Maryland has embraced educational technology in the past year with a number of important innovations. During a successful NetWeekend last September, more than 500 schools across the state were equipped with connections to the Internet. Governor Glendening has committed $60 million in state funds over five years to build a technology infrastructure in approximately 700 schools. The state has sponsored two technology fairs and is investing in a network of distance-learning school sites, a "virtual" high school project that links schools across the state through educational technology, and in an experimental elementary school in Baltimore County that incorporates computer technology into every aspect of school and community life.

Maryland anticipates receiving funds through the federal Technology Literacy Challenge Fund to supplement local school system technology implementation. A talent bank of award-winning teachers and principals has been developed to advise education policymakers and act as tele-mentors in Maryland.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

First, legislation sponsored by Governor Glendening created the School Performance Improvement Recognition program, which last fall distributed $2.75 million in grants to more than 100 schools that had demonstrated substantial and sustained improvement on the state's nationally known Maryland School Performance Assessment Program tests. This additional funding was to be used to enhance school academic performance and student achievement. That program will continue into 1997.

Second, the administration has supported and helped to craft an unusual partnership between Baltimore City schools and the state that is expected to pump $254 million into the troubled school system in return for agreeing to a partnership with the state to institute measures that will ensure verifiable academic improvement and financial accountability. Such a partnership is unprecedented in Maryland and represents the best hope for educational progress in a system that trails the rest of the state in almost all indicators.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

In Maryland's annual education report card, improvement is evident in school systems, schools, and student performance across the state. The percentage of students who have met one or more standards on the test has climbed an average of 10 percent since 1993 despite a very difficult test. This demonstrates rising higher comprehension and ability to apply knowledge learned. Other evidence that Maryland's efforts are working can be seen in the greater number of students taking high-level Advanced Placement tests (6,125 in 1990 rising to 10,235 in 1996); a dropout rate that has fallen from 6.5 percent in 1990 to 4.58 percent in 1996; and an attendance rate that, while already above 90 percent, has risen an average of 1 percent across grade levels in the last six years. Without these efforts, 10,000 more students would be on the streets rather than in classrooms, and 4,000 senior high schools students would have dropped out rather than graduated with their class.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Progress will continue on development of the High School Assessment for implementation with the Class of 2004. Pending legislative approval, the state also plans to move ahead with its partnership with Baltimore City Public Schools to bring about systemic change within the urban school district. Because Maryland is already leading the way in the development and implementation of high standards tests, it is well on the way toward fulfilling the goals of the National Education Summit of 1996.

MICHIGAN

Governor John Engler

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   The state introduced the new High School Proficiency Test (HSPT) for state-endorsed diplomas. Although not required for graduation, these tests are rigorous and require the application of knowledge, problem-solving, and critical thinking. The tests are not basic skills tests.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   Michigan boasts fifty-five teachers, the third highest number in the nation, who have achieved National Board Certification, contributing to the continuing professional development of the state's education workforce.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   Development continues of the Michigan Information Network (MIN), an interactive data and video telecommunications system that will link the state's public schools, community colleges, universities, and job providers. Michigan is developing a "virtual university," using the latest in communications and distance learning technology to prepare Michigan workers for future auto industry jobs. A wide range of educational institutions will participate, providing services ranging from graduate education for engineers to technical training for current workers.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

   Implementation of the Michigan State Model Core Academic Curriculum, which is aligned with the Michigan Education Assessment Program (MEAP) and the High School Proficiency Test, will continue.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

   Between 1993-94 and 1995-96, the statewide percentage of students achieving satisfactory performance in mathematics increased from 48.9 percent to 63.1 percent for the fourth grade, and from 41.3 percent to 55 percent in the seventh grade. And between 1993-94 and 1995-96, the statewide percentage of students achieving satisfactory performance on the reading test increased from 68.7 percent to 78.6 percent for the fourth grade, and 66.2 percent to 70.7 percent in grade seven.

6. What significant new, innovative steps do you plan to further these goals for 1997?

In addition to hosting the annual Governor's Summit on Education in September, this year Michigan will host the National Governors' Conference on Quality in Education, scheduled for November 8-11, in Dearborn. This conference will focus on continuous school improvement through standards, assessments, and evaluation based on the Baldrige Education pilot criteria.

NEVADA

Governor Bob Miller

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   The National Education Summit served as a blueprint for Nevada to undertake a similar forum. Governor Miller and Elaine Wynn, Director of Mirage Resorts, Incorporated, co-hosted the Nevada Education Summit in November 1996. The 175-member audience consisted of state policymakers, school administrators, teachers, and business leaders from around the state. The agenda included presentations on enhancing academic standards, expanding access to education technology, instilling accountability into public education, and developing appropriate assessments. The forum produced great support for education reform from lawmakers and the business community.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   The Governor has introduced legislation for the 1997 session to instill accountability in Nevada's public schools. It requires teachers to teach, students to learn, administrators to manage, and school boards to steer. It also requires the Department of Education to form three-year profiles of individual schools and designate each of them as either high-performing, satisfactory, or in need of attention. The legislation evaluates schools based on test scores (a by-product of teacher performance), incidents involving violence or weapons, and incidents involving drug use.

   Governor Miller has also continued his efforts to reduce class sizes. In previous years, he reduced class sizes to a 16:1 ratio in at-risk kindergarten, first grade, second grade, and part of third grade. During the 1997 legislative session, he intends to complete class size reduction for the third grade. The objective is to give children greater one-on-one opportunities with their teachers and, through closer contact, improve academic performance during some of the most critical years of a child's life.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   The Governor has introduced legislation for the 1997 session that sets up a technology trust fund overseen by the Council for Educational Technology. The legislation aims to provide five computers in every classroom; integrate technology into the curriculum of every core academic subject; maintain and upgrade educational technology as it grows obsolete; and form partnerships with private sector businesses and nonprofit foundations to ensure a constant stream of funding.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

The Governor has introduced legislation for the 1997 session to address standards-based reform in Nevada's public schools. The legislation sets up a Council for Academic Standards and Assessment. Beginning July 1, 1997, the council will be forming rigorous academic standards in math, science, and English/language arts for Nevada's elementary and secondary public schools. The standards will be completed one year following the council's formation. One year later, the council will complete rigorous standards for areas such as foreign language, social studies, physical education, civics, and others.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

The school district in Douglas County has set academic standards above what the state requires of its students. These students have consistently scored quite high on academic proficiency tests both nationally and at a state level.

The school district in Clark County has begun to implement an accountability policy that views school performance within comparison groups and based on performance trends. The county has been able to monitor the schools for performance and other measures and offer assistance where necessary.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

In addition to the legislation described above, the Governor has initiated a Computers to Schools campaign. This innovative program uses donated computers that prison inmates refurbish and upgrade. The computers are then transported to area schools that have a technology deficiency. Each computer is made Internet-ready with appropriate software and wiring.

NEW JERSEY

Governor Christine T. Whitman

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

On May 1, 1996, the New Jersey State Board of Education adopted internationally competitive rigorous Core Curriculum Content Standards that are applicable to all students. The standards describe what all students should know and be able to do upon completion of a thirteen-year public schools education. There are 56 specific curriculum standards and 880 student progress indicators in the following seven content areas:

Visual and Performing Arts
World Languages
Language Arts Literacy
Comprehensive Health and Physical Education
Mathematics
Science
Social Studies

In addition, there are five Cross-Content Workplace Readiness standards that address career planning and workplace readiness skills; use of technology, information and other tools; critical thinking, decisionmaking, and problemsolving; self-management; and safety principles.

The New Jersey's Core Curriculum Content Standards were developed initially by eight working groups composed of educators, parents, business people, representatives of the higher education community, and other concerned citizens. The draft standards were revised and refined through an unprecedented public engagement process, involving television call-in shows, almost 20,000 separate mailings, and numerous public hearings and focus groups.

The New Jersey Department of Education, in partnership with well-respected organizations and corporations such as New Jersey Network and the Merck Institute for Science Education, is developing optional curriculum frameworks for all seven academic areas. Frameworks illuminate the results expected at various grade levels through classroom examples, commentary, and links to other content areas. Local districts will use these frameworks as a resource as they develop curricula.

The department is developing an assessment system, based on the Core Curriculum Content Standards, that will be phased-in over an eight-year period of time. Statewide assessments will be conducted in all seven content areas in grades four, eight, and eleven and will measure the extent to which New Jersey's students have mastered the knowledge and skills inherent in the Core Curriculum Content Standards.

Governor Whitman signed the Comprehensive Educational Improvement and Financing Act of 1996 on December 20, 1996. This education funding law is based on the new rigorous Core Curriculum Content Standards. All school districts are guaranteed sufficient state and local resources to provide educational programs and services that will enable all students to achieve the standards. In addition, the law provides a number of programs and funding specially designed to address the effects of poverty on learning in disadvantaged districts. For example, all four- and five-year-olds in districts with greater than 20 percent of their pupils receiving free or reduced lunch will be provided preschool or all-day kindergarten programs.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

New Jersey was the first state in the nation to require prospective novice teachers to have academic majors as a condition for employment eligibility. Since implementing this requirement a decade ago, the overall quality of the beginning teaching force has improved significantly. Further the *quantity* of qualified candidates for teaching positions has increased significantly given the availability of the "alternate route," which permits qualified liberal arts graduates who did not study education as undergraduates to teach while completing essential professional coursework. Imminently, the State Board of Education will consider a policy of required professional development for all teachers. This policy will emphasize the acquisition of essential knowledge necessary to continue to assure the public of the practitioner's ability to practice in a safe and effective manner.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

The Comprehensive Educational Improvement and Financing Act of 1996 includes a $50 million annual state aid category to establish distance learning networks in all school districts by the year 2001-2002. This aid will be used to build electronic communities for the sharing of resources and experiences, all in support of the Core Curriculum Content Standards.

The New Jersey Department of Education is establishing Educational Technology Training Centers in each of the twenty-one countries with three-year grants totaling $10 million with funding from a state allocation and Goals 2000. These centers will provide training to all reeducators in their respective counties on the effective use of educational technology. The centers will be operational on July 1, 1997.

As a result of the New Jersey Business-Education Summit, several businesses (led by Prudential, Peat Marwick, Bell Atlantic, and the New Jersey Chamber of Commerce) have established New Jersey Tech Corps, a business collaborative that will provide expert support and resources to the schools regarding educational technology.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

Waivers and Equivalencies. In June 1995, the New Jersey State Board of Education adopted regulations creating an equivalency and waiver process that allows school districts to propose and receive approval to institute alternative means of achieving the intent of state education regulations, thus freeing school districts to pursue the Core Curriculum Content Standards in innovative and less restrictive ways.

Charter Schools. On January 11, 1996 the New Jersey Charter School Program Act of 1995 was signed into law by Governor Whitman. On January 14, 1997, the Governor announced the approval of New Jersey's first seventeen Charter Schools. These schools are all publicly funded, they are governed by trustees composed of parents and teachers, and they will implement a variety of innovative educational approaches. Fifteen of the seventeen will begin in academic year 1997-98. The remaining two will take a year to gather community support and to solicit additional funding.

Clearinghouse. The department has established a Star Schools/Best Practices program designed to reward, recognize, and identify model school and district programs that are worthy of emulation by others. This program serves as the foundation of a larger clearinghouse that involves the reporting of proven programs and practices that enhance student achievement.

Academic Achievement Rewards. The Comprehensive Educational Improvement and Financing Act of 1996 includes a category of aid ($10 million) to provide rewards to districts that are achieving success (both relative and absolute) regarding students' achievement of the Core Curriculum Content Standards as determined through the statewide assessment system.

School Report Card. In August 1995, Governor Whitman signed a law that requires the development of an annual report card on every school in New Jersey. These report cards include school level demographics and achievement data, and district level budget data. In addition, each report card includes a locally prepared narrative that informs the public of the school's special goals, challenges, and accomplishments, as well as its efforts to align curricula and instruction with new standards.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation the above?**

New Jersey's assessment program at grades eight and eleven shows continued growth in students' mathematics performance. New Jersey is a Statewide Systemic Initiative state, and it first developed and disseminated a mathematics curriculum framework in 1995. The steady but modest rise in math scores reflects the growing familiarity of New Jersey teachers and students with using math to solve real problems.

6. What significant new, innovative steps do you plan to further these goals for 1997?

Fourth Grade Assessment. During 1997, New Jersey will pilot a new grade-four test that includes a performance assessment component in speaking in addition to reading, writing, mathematics, and science. In addition, the state will complete the curriculum framework documents for science and language arts literacy.

Demonstrably Effective Programs. The Comprehensive Educational Improvement and Financing Act of 1996 includes a category of state aid for demonstrably effective programs. A total of $175.4 million will be provided to 193 districts and 803 schools that have high proportions of disadvantaged pupils, to provide programs and services that have been proven to get positive achievement results with disadvantaged students.

NEW MEXICO

Governor Gary E. Johnson

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   Adoption of Standards for Excellence. The New Mexico State Board of Education Regulation contains three components -- high student expectations statewide in the areas of knowledge, skill, and qualities; implementation procedures, as well as the Educational Plan for Student Success; and Content Standards with Benchmarks. Content Standards with Benchmarks have been adopted in the areas of language arts, science, mathematics, and social studies. In April 1997, the State Board will review Content Standards with Benchmarks for the arts and modern and classical languages, and in June 1997, the State Board will review Content Standards with Benchmarks for employability, health education, and physical education.

   To provide greater specificity on student expectations, work has begun on Performance Standards to align with the Content Standards. Additionally, through the current RFP process, the state-mandated testing program will align assessment and the Content Standards.

   Educational Plan for Student Success (EPSS). The EPSS is a locally developed strategic planning, implementation, and evaluation organizational tool designed to lead to school and student improvement. The plan must be systemwide and cut across disciplines and programs. It must include clear expectations, implementation strategies, and a comprehensive, well-defined, and quantitative evaluation component. The EPSS is directly linked to two major state accountability mechanisms -- the State Accreditation Process and the Program/Budget Review.

   Strategic Planning for Public Education Act. The act created a thirty-member team to develop a Statewide Strategic Plan for New Mexico's Public Schools. The team was appointed by the Governor, legislative leadership, and the president of the State Board of Education. The plan has incorporated many of the district-level initiatives, including the Educational Plan for Student Success, and increases state-level accountability measures to achieve high standards.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   Pending Passage of the Professional Development Act. As part of the EPSS, districts must determine and deliver professional development tied to the district's identified goals. Resources from the Goals 2000 Educate America Act are focused on professional development. Two projects are of particular note -- a collaborative project with the Colleges of Education, local districts, and New Mexico's nationally certified teachers to provide practical training on the implementation of Content Standards; and a written project for the

Center and Education of Students of Diverse Populations to produce a technical assistance guide for the implementation of Content Standards.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

The Technology for Education Act was passed in 1994 to establish a fund that is allocated to all local districts on a per-membership basis. The act also created the Council on Technology, an advisory body to the State Board of Education. The council's major responsibilities include the development and implementation of a long-range plan to infuse technology into all environmental learning and to ensure the technology is supportive of student achievement.

The Department of Education initiated a pilot Student Information System that will better inform teachers, administrators, and state-level educators about student needs and program effectiveness.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

The best example is the development of a Professional Development Plan for the Implementation of Content Standards with Benchmarks and Performance Standards. The plan begins its implementation phase in August 1997, will span two school years, and will expend most of the state operational resources for professional development.

New Mexico is an active partner in many national initiatives, including RE:Learning, SIMSE, and Carnegie Middle Schools.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

If the initiatives including Content Standards and the Educational Plan for Student Success remain in place, quantitative results should be in evidence through two evaluation modes. First, the State Assessment Plan is currently under RFP to include the alignment of Content Standards with Standardized Student Achievement Measures. Second, each local EPSS must have an evaluation component with measurable results. Information from select school districts, as small as Wagon Mound (less than 150 students) and as large as Las Cruces (more than 22,000 students), indicate that the evaluation component of the strategic plan can demonstrate progress.

Significant gains in student achievement have been noted in the schools participating in SIMSE and RE: Learning grants.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Statewide work on Performance Standards provided needed specificity to Content Standards with Benchmarks. The Performance Standards provide the linkage and alignment to classroom assessments and the local curricula.

Work on the identification of additional Statewide Student Indicators has begun.

NORTH CAROLINA

Governor James B. Hunt Jr.

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   Since the National Education Summit one year ago, North Carolina has made dramatic improvements in the standard-setting arena. In 1993 newly elected Governor Hunt created the North Carolina Standards and Accountability Commission to develop high and rigorous standards for what students should know and be able to do and to create benchmarks in grades four, eight, ten, and twelve to determine student progress. The commission made its report in February 1997 to the State Board of Education. North Carolina will now have a required exit exam for graduation, and the Board of Education has instructed the commission to finalize standards and assessments in cooperation with current practices being employed by the Department of Public Instruction.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   While many steps could be outlined regarding the improvement of teaching, North Carolina has two that clearly stand out.

   First, the Excellent Schools Act was recently introduced in a bipartisan manner in the North Carolina General Assembly. This act dramatically changes the way teachers are prepared, recruited, and retained throughout their teaching career. The bill calls for an 8 percent salary increase for teachers for each of the next four years, with salary differentials being based on knowledge, skills, and higher academic attainment. It is a revolutionary way to approach the issues of teacher competence and performance.

   Second, the ABC plan (Accountability for the Basics based on local Control) has been funded by the General Assembly. The ABC plan sets expected levels of student performance and provides rewards ($1,000 bonuses) and consequences (potential state intervention) for each of the 2,000 individual schools in the state.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   North Carolina, through a statewide committee, has adopted a five-year technology master plan that calls for significant funding over the next five years. Of special note, 20 percent of all state funds designated for technology must be spent on professional development in technology applications for educators. This funding effort has been supported by both the Governor and General Assembly. In addition, North Carolina was recently awarded a technology grant from the U.S. Department of Education because of the state's clear set of goals, expectations, and planning in the area of technology.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

The previously mentioned Standards and Accountability Commission is the best illustration of support for innovation in standards-based reform. Based on the recommendations of the commission, North Carolina has already begun training teachers in alternative forms of assessment and is working on an exit exam to be required by the year 2000. This effort will profoundly alter the nature of teacher-student instruction and will result in the incorporation of both standardized and locally developed testing programs in the future.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

The recently released math NAEP scores showed significant improvement of North Carolina students on these tests. In fact, the U.S. Secretary of Education identified North Carolina as one of the states making the most improvement in student performance.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Standards, assessments, and technology will be kept on the "front burner" in North Carolina through two specific steps.

First, the North Carolina Business Summit for Education was held on March 20-21, 1997. Two hundred business, education, and elected officials convened for a status report on standards in North Carolina and proposed steps for improving the state's efforts. A policy paper was adopted.

Second, a series of follow-up conversations will be held in communities across the state regarding the Business Summit. These local sessions will bring parents, educators, and business leaders together to review the findings of the summit and to plan for local implementation.

OHIO

Governor George V. Voinovich

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   The proposed standards set higher performance expectations for all learners, promote continuous improvement in teaching and learning, strengthen accountability and local control, and ensure that the conditions are right and that appropriate opportunities are provided for learning to occur. Several of the components on which these proposed standards are based are already in place (e.g. districtwide continuous improvement plans, systemic professional development, assessment systems, statements of parental rights, etc.).

   In the late spring of this year, the State Board of Education is expected to adopt a series of school standards that have been in development since 1992. At that time, Ohio established a Learner Outcomes Panel consisting of a broad-based representation of constituencies to develop student standards. The product is standards for pre-K through twelfth-grade students and additional standards for gifted, special, and vocational education students.

   Acceptance of the proposed standards by the state legislature is required as an additional measure of public accountability. The overall process is expected to be completed by the end of calendar year 1997.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   With the adoption of licensure in the spring of 1996, Ohio began phasing out the process of teacher certification and phasing in a process that improved teaching by making it performance-based. Now grounded in the knowledge and skills necessary for effective practice, licensure and its companion teacher standards will ensure quality throughout the teaching continuum from pre-service preparation to ongoing professional development.

   The proposed standards specify what beginning teachers must know and be able to do to succeed in the classroom based on the National Council for Accreditation of Teacher Education (NCATE). Colleges of education are required to develop programs according to these guidelines for freshmen enrolling in the fall of 1998. Four years later the graduates of these programs will be involved in entry-year mentoring and assessment before the issuance of an initial five-year professional license. Thereafter, license holders will have ten years to complete a master's degree or thirty hours of graduate work in classroom teaching and/or an area of licensure in order to maintain their standing.

   Licenses will be issued in specific age and grade levels such as early childhood, middle childhood, adolescence to young adult, multi-age, intervention specialist, early childhood intervention specialist, and vocational.

In addition, Ohio has become the leader in the number of its teachers applying for certification by the National Board for Professional Teaching Standards (NBPTS). It has been suggested that winning certification for NBPTS is comparable to completing a Ph.D. program. In order to encourage teachers to strive for these heights, Ohio pays the application fee for its applicants. To those who succeed, the state pays an annual stipend of $2,500 for the life of the certificate. Under the budget proposal now pending before the state legislature, Governor Voinovich has recommended creating centers of resources and assistance at ten public university colleges of education throughout Ohio. These centers will help teachers in preparing their applications for the rigorous certification process.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

Established by Governor Voinovich in 1994 and supported by the General Assembly, SchoolNet and SchoolNet Plus are establishing a technology infrastructure in every classroom throughout the state. A commitment of $500 million has been made to introduce technology into teaching in Ohio.

SchoolNet has been appropriated $95 million to wire each of Ohio's 100,000 classrooms with
voice, video, and data capabilities. In addition, it is providing one computer workstation for every classroom in the lowest wealth quartile of Ohio districts. A companion program, SchoolNet Plus, has been appropriated $275 million -- with the commitment of another $125 million -- to provide one computer workstation for every five students to every K-4 classroom in the state.

In addition, because limitations in the electrical capacities of some schools has delayed the installation of technology, Governor Voinovich recently proposed spending $30 million for electrical upgrades.

Also included in the Governor's budget proposal is a tremendous commitment to professional development and resource enhancement. If the budget is adopted by the state legislature, nearly $35 million will be used to encourage the use of technology for learning and teaching methods, education assignments, curriculum content, etc.; to improve student achievement as measured against student standards, proficiency test scores, and alternative assessment measures; and to prepare teachers for the use of technology and assess their preparedness on a four-point scale (novice, apprentice, accomplished, distinguished).

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

In January 1997, Governor Voinovich announced that eleven school districts had been chosen to participate in a deregulation pilot program designed to give schools the freedom to innovate.

In a sense, Ohio has had standards and assessments since the adoption of proficiency testing in 1987. Ohio now has testing in the fourth, sixth, ninth, and twelfth grades, with passage of the ninth-grade test required to graduate. Earlier tests are used as academic warning signs for individual students. The twelfth-grade test, administered only to those who have passed the ninth-grade test, is used to determine the success of schools in reaching that high standard. In addition, each test measures what every student is expected to know upon entering the grade tested in the areas of reading, writing, math, science, and citizenship.

The ninth-grade proficiency test was first administered to the class of 1994. At that time, 46 percent had passed each section of the test before the end of their freshman year. The freshman class of 1999 was performing much better and had 58 percent pass each section by the end of 1996. From 1994 through 1996, an average of 97 percent of each class successfully passed each section before the conclusion of the twelfth grade.

It is clear that large numbers of each class can master the material covered on the test and that each year more of these students are realizing earlier success on the tests.

This is evidence of improving student achievement, fairly assessed, against reasonable standards.

5. What significant new, innovative steps do you plan to further these goals for 1997?

In his recent annual address to the state legislature, Governor Voinovich outlined the state's need to focus renewed attention on its urban districts. Demographically, Ohio is unique in the distribution of its student population in rural, suburban, and urban districts. In fact, of the state's 611 districts, only 21 are urban, through they represent nearly a quarter of the state's student population.

Citing just one example -- the state graduation rate -- Governor Voinovich noted that while the statewide graduation rate was 74 percent in 1995, that percentage dropped to 43 percent among the twenty-one urban districts. The six largest districts in Ohio, all urban, had a graduation rate of just 35 percent. If the state's urban districts were excluded from statewide data, Ohio's graduation rate would have risen to 83 percent. This is clear and convincing evidence that progress in Ohio toward the second national goal -- a high school graduation rate of 90 percent by the year 2000 -- will require extensive and intensive efforts in its urban districts.

Therefore, Governor Voinovich announced an urban initiative that includes the following:

- Head Start programs at urban day care facilities and all-day kindergarten in all urban districts;

- Family resource centers in every urban district that link families with health care and other social services;

- A new five-year program for at-risk eighth-graders in urban districts that provides an array of academic and employment services to students who stay in school;

- Discipline intervention grants to urban districts to prevent behavior that is disruptive;

- School choice in the form of vouchers (Cleveland) and charter schools (Toledo); and

- Performance audits for all urban schools that will establish academic benchmarks, establish plans for achieving them, and build the capacity of districts to improve against them.

Finally, in recognition that teaching in urban districts is not unique, but uniquely challenging and that implementing districtwide reforms in large bureaucratic districts is difficult, Governor Voinovich recommended the creation of teaching academies in four additional urban districts (Akron, Cleveland, Dayton, and Toledo). These academies must be tied to district reform plans and must provide each teacher in the district a job-embedded experience that can thereafter be implemented in a team approach in each school throughout the district.

PENNSYLVANIA

Governor Tom Ridge

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

   Governor Ridge has appointed a commission of business leaders, community and political leaders, and educators to recommend clear, concise, and measurable standards in four core academic subjects -- reading, mathematics, writing, and science. The standards will replace the current listing of vague student outcomes. The recommendations will be released in the near future.

2. **What significant steps have you taken since then to improve the quality of teaching in your state or local communities?**

   The administration has proposed and is supporting legislative and regulatory efforts to replace permanent certification with continuing requirements and renewable certificates for professional employees. The Governor has directed the Department of Education to increase the standards for admission into colleges of education.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

   The administration is in the second year of a $125 million program to connect schools, higher education institutions, and libraries using computers, Internet connections, and other forms of technology through the building of a statewide information network. First-year resources were directed to professional development and building local area networks, testing various technologies, and statewide planning. Second-year resources will be directed to expanding existing networks, encouraging partnership arrangements, and building the statewide network.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

   The Governor's proposed budget includes a 44 percent increase in the state assessment program to revise current reading, math, and writing tests to match the proposed standards; add a high school writing assessment; develop performance level scoring methods for reporting student and school performance; and develop the science assessment.

   The budget has a new $10.4 million school performance incentive program to provide awards to schools that demonstrate significant improvement in student achievement based on the state assessments and improvements in student attendance rates. Additional items, including graduation rates, may be added in the future. A minimum of 10 percent of future instructional funding increases will be used for school performance incentives.

Proposed funding increases for vocational education will be targeted for programs that demonstrate exemplary practices in business-community partnerships, skill certification, postsecondary connections, integrated learning, and warranty programs.

5. Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?

The programs have been proposed, but there is no evidence to offer at this time. The administration has also proposed a pilot program to improve the operational efficiency of school districts through incentive funding for the consolidation of administrative services or instructional programming.

RHODE ISLAND

Governor Lincoln Almond

1. What best illustrates your state's progress in setting high academic standards in the times ince the National Education Summit?

Rhode Island has already developed state standards in the core academic areas of math, science, and language arts. Students in grades four, eight, and ten will take new math assessments, based on the New Standards Project, for the first time this year. Governor Almond's proposed budget includes funding for new assessments in language arts. Accountability for student achievements is an important issue. The Governor's budget requires districts to have strategic plans for school improvement in place in order to receive state aid.

2. What significant steps have you taken since then to improve the quality of teaching in your state or local communities?

Governor Almond supports the Rhode Island Board of Regents in its decision to end lifelong certification for teachers in 1997. A variety of options for professional training are under development by a teacher-led team.

3. What best illustrates your success in incorporating technology to further Summit goals?

Governor Almond proposes $500,000 for technology to be pooled with other state and federal technology funds and made available through grants to districts with technology plans.

4. What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?

Governor Almond has proposed revised charter school legislation that will allow more flexibility in admissions and sponsorship. Also, the Governor's budget includes start-up funding for new charter schools.

Governor Almond is an advocate for the innovative MET Center in Providence, which opened with fifty students in September 1996. The MET is a state-run vocational technical school co-sponsored by the Annenberg Institute for School Reform. MET students spend a major portion of the school day out in the city, learning through internships and community service projects. Sam Goldstein, CEO of CVS, Inc., who accompanied the Governor to the National Education Summit, serves as chair of the Board of Trustees at the MET Center.

5. Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?

It is too early to have measurable results at this point.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Governor Almond sees school-to-career programs as major component of economic development. In June 1996, the Governor signed the School-to-Work Transition (STW) Act, which formalizes the state STW plan. Rhode Island received a school-to-work implementation grant, $9.5 million over five years, from the U.S. Department of Education in November 1996. As a result, all students in grades six to twelve will participate in standards-based school-to-work preparation programs. Governor Almond recently joined the Jobs For America's Graduates (JAG) Board and is committed to expanding JAG, a program with an excellent track record with at-risk students, in Rhode Island.

SOUTH CAROLINA

Governor David M. Beasley

The Governor has appointed a fourteen-member commission to accomplish the following tasks:

- Identify internationally competitive academic standards, types of assessments to measure academic achievement, and an accountability system tailored to South Carolina's governing structures;
- Investigate the currently held standards and accountability systems in South Carolina and compare those with such systems in leading developed countries and other states;
- Examine local school districts that have implemented academic standards and public school accountability to find key elements that can be emulated statewide;
- Identify steps to be taken to align the existing statewide efforts with a model system of academic standards and public school accountability; and
- Develop recommendations that ensure constant movement toward the highest level of academic accomplishment from South Carolina schools and provide the citizens of South Carolina with information about these accomplishments.

The commission is required to report to the Governor by August 31, 1997.

Governor Beasley supports state funding of a new evaluation program for teachers -- Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT program integrates state standards, guidelines, and strategies to support excellence in the teaching profession. Specifically, the ADEPT system includes redefined expectations of teacher knowledge and behavior; flexibility for teacher education programs to work with school districts; support for provisional contract teachers; flexibility in the selection and use of evaluation instruments for annual and continuing contract teachers; a team-based evaluation approach; and the use of goal-based evaluations with continuing contract teachers.

The Governor continues to advocate competitive teacher salaries to recruit and retain the most talented teachers in South Carolina.

The School Technology Initiative provides $20 million as the base of an unprecedented public-private commitment to bring technology to every South Carolina school. Governor Beasley's proposal would provide connectivity for local schools and county libraries; the statewide network infrastructure; and Internet services. The state investment in technology, extended and enriched through private, community, and school district investments, recognizes movements toward the applied use of information; shifts away from the limited view of learning as only a "school-based" activity; the transition from static to dynamic learning activities; changes in the role of teachers; utilization of schools as community resources; and defining technology more broadly than "computers."

The PASS Commission, charged with addressing public education accountability, is examining academic content standards from South Carolina school districts, other states, and, to the extent accessible, standards from other countries.

States with accountability programs report increases in the number of schools achieving the required growth from a baseline. South Carolina schools districts, operating consistently with locally developed accountability programs, report an increased focus on the accountability measures and increasing numbers of schools meeting the standard.

The commission's recommendations should be incorporated into legislation for introduction in 1998.

TERRITORY OF GUAM

Governor Carl T.C. Gutierrez

1. What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?

One of the greatest challenges that the Territory of Guam faces is learning to manage its economic growth wisely so as to sustain and improve the community as a whole. For the past two years, the Government of Guam has endeavored to create a long-range plan that will support the highest standards of education, health care, infrastructure, public safety, housing and community values through the development of a sound and sustainable economy built on the Island's strengths and strategic advantages.

From the collective efforts of the community evolved Guam's Vision 2001 Strategic Plan. Vision 2001 is the first comprehensive policy initiative and strategic plan ever created by the community for the community. The implementation of Vision 2001 has already begun, and many of the goals and objectives are under way or have been met.

A major element of Vision 2001 is creating a dynamic and comprehensive education system that is dedicated to the pursuit of excellence by all Guam students and empowers neighborhood schools to be readily responsive and constantly adaptive to student needs. The Guam Department of Education and the Governor's office are in the process of implementing the goals outlined for education.

The Guam Department of Education has completed its third draft of content standards and performance standards for eight content areas -- language arts, math, science, social studies, health, physical education, computer education, and fine arts. Teachers, administrators, and community members have developed standards on what students need to know and demonstrate in each content area in order to be productive and successful citizens in the twenty-first century.

2. What significant steps have you taken since then to improve the quality of teaching in your state or local communities?

The Goals 2000 initiative leads reform efforts. Representatives from the Governor's office and representatives from the Guam Territorial Board of Education have worked together to develop a Comprehensive Educational Improvement Plan that describes what needs to occur in order for all students to achieve to their fullest potential.

The Goals 2000 initiative has been infused into the Vision 2001 effort, leading the entire community of Guam into further development and progress.

One of the goals of the Vision 2001 educational plan is to give Guam teachers access to programs for the continued development of their professional skills and the opportunity to acquire new knowledge and skills, including familiarization with computer technology that they need in order to instruct and prepare all Guam students for the next century. To achieve this, teachers will be given access to pre-service teacher education and continuing professional development activities.

3. **What best illustrates your success in incorporating technology to further Summit goals?**

The use of technology in schools is one major goal in the Comprehensive Educational Improvement Plan. In this specific plan, teachers, community members, and administrators have described what needs to occur to ensure that technology is available and used throughout the teaching and learning process from kindergarten through the twelfth grade. One result is that all public schools have access to a fully functional computer lab.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

Developing and installing standards for all students is a major goal of the Comprehensive Educational Improvement Plan. At the same time, school-to-work efforts are also being infused throughout the school system. The government, through executive order, has appointed a consortium of community members to describe what needs to occur in the area of work development. Their product, standards-based, is titled "The Power of Work". This document describes what needs to be done by schools and businesses if transition from schools to work is to be effective and efficient.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

A major bank on Guam is in its third year the allowing high schools students to work in a bank teller program. In coordinated efforts with the Department of Education, Guam has targeted high school students who have expressed their interest in a banking career, and focused their course of instruction toward this end. Bank officials have stated that many of these graduates have returned to the bank after graduation and their participation has led to a very successful program. Students, then, in this area are better prepared for the world of work.

The accounting firm of Daloitts Touchs is developing a similar program for careers in accounting. There are many businesses that have voiced an interest in having students work in their offices to help prepare for the world of work. Guam anticipates expanding this program, which clearly improves student achievement.

6. **What significant new, innovative steps do you plan to further these goals for 1997?**

Guam plans to continue to work closely with the various agencies in the furthering of Vision 2001. In addition, the Government of Guam and every major business on Guam will be involved in strengthening the relationship between education and work. Further, the Guam

Department of Education will align school curriculum, instructional materials, and assessments with the adopted content and performance standards. Resources will be identified and prioritized to help ensure that all students are given the opportunity to realize their true potential and are able to succeed in a global economy in the twenty-first century.

VERMONT

Governor Howard Dean, M.D.

1. **What best illustrates your state's progress in setting high academic standards in the time since the National Education Summit?**

Vermont has moved dramatically forward in developing and implementing a standards-based education system. It has taken significant steps in engaging others in understanding the need for high standards, and in earning the trust of the public and educators in implementation and assessment.

Step One: Two months before the March 1997 state education summit, the Vermont State Board of Education adopted the *Framework of Standards & Learning Opportunities*. This document lists expectations for student knowledge and performance for high academic achievement. The Framework was built from *Vermont's Common Care of Learning* through a two-year process involving thousands of educators and citizens. The Framework has since been distributed to all teachers, administrators, instructional assistants, and school board members and is also posted on the Internet.

Step Two: Vermont has a long and deep tradition of local control, especially when it comes to schools. The state Department of Education has actively engaged teachers, administrators, school boards and citizens in nearly all school districts to help them develop curriculum and student assessments based on *Vermont's Framework of Standards*. School districts in Vermont are beginning to align their local curriculum with the standards, and some have set up new assessments that measure student progress in relation to the standards.

Step Three: In the spring of 1996, statewide mathematics and science assessments based on Vermont's standards were administered. This initiative was a collaborative effort between the education department, the Vermont Institute of Science, Mathematics & Technology, and local schools. The results were reported to the public in the fall. Vermont implemented strategies where teachers and administrators use the results from the assessments to guide their work in aligning their local curriculum to the standards and making decisions about the necessary professional development to implement the standards. And perhaps most significantly, the State Board of Education adopted a Comprehensive Student Assessment System in November. The system relies on multiple measures, assessing student performance across grade levels and subject areas in relation to Vermont's Framework of Standards.

Step Four: Governor Dean, along with the Vermont Business Roundtable and Department of Education, has convened two state summits involving education, business, and legislative leaders to forge specific commitments by groups to implement Vermont's standards and related assessments. The activities being carried out are focusing the attention of educators and community leaders on the key issues of successful implementation of Vermont's student standards.

2. **What significant steps have you taken since the Summit to improve the quality of teaching in your state or local communities?**

   Educators' acceptance of standards has been growing, and their desire to implement standards-based curricula and assessment has helped drive training and professional development in this area. For example, each year the Department of Education has sponsored two "Assessment Conferences" with the goal of providing teachers general and technical information about implementing standards-based assessments. In the past, about 400 people had attended these conferences. This year the interest was so high that four regional conferences had to be scheduled and about 1,000 educators attended. Four statewide leadership conferences were held and other similar workshops and trainings are being developed and offered. Additional training has been provided by the Vermont Institute of Science, Mathematics & Technology, an organization funded by the National Science Foundation. Higher education institutions in the state are providing courses and summer institutes to address teachers' desire for professional development focused on Vermont's standards.

3. **What best illustrates your success in incorporating technology to further the Summit's goals?**

   Vermont won a $2 million IBM Challenge Grant in 1995. The state has been working with IBM software developers to create software to help teachers teach and assess Vermont's standards. The Digital Portfolio Assessment project is creating an assessment tool that will improve the consistency and efficiency of the portfolio assessment system. By the end of the current school year, eight schools will be participating in the project with plans to increase participation to 150 schools by the start of the 1997 school year. As part of the project, a searchable web site is being created where teachers can find lesson plans and units of study that meet specific standards. A web site is being developed to help teachers share ideas and standards-based units of study.

4. **What best illustrates your efforts to spark or support innovation in pursuit of standards-based reform?**

   Vermont's Framework of Standards identifies high academic expectations for students but does not define curriculum. This design was intentional as it provides great latitude for local schools to develop innovative and creative ways to meet the standards. It places the focus of education on student achievement and encourages schools to engage their whole communities in the success of all students.

5. **Do you have any statistical or anecdotal evidence of improving student achievement in relation to the above?**

   Last spring's New Standards Reference Mathematics Exam and the Vermont Science Assessment, along with the Vermont Portfolios, provided baseline student performance data in relation to the standards. Using this data, Vermont is implementing a strategy aimed at improving instruction and curriculum. In local schools, teachers are using data from their schools to make changes in curriculum and instructional practices.

6. What significant new, innovative steps do you plan to further these goals for 1997?

The most significant change in education in Vermont occurred on February 4, when the Vermont Supreme Court ruled that education is a state responsibility and therefore each child is entitled to equal educational opportunities. The legislature is currently deliberating how to meet the Court's order. One possible outcome will be that "equal education" will be measured by how well students in different schools perform against Vermont's standards. The State Board of Education is currently determining how the state-level process for approving local public schools might be changed to include student performance results.

WISCONSIN

Governor Tommy G. Thompson

Since the 1996 National Education Summit, Wisconsin has made great strides in developing and working to implement high academic contents standards in order to challenge students to meet a higher level of achievement. In his State of the State address in January, Governor Thompson introduced "Raising Expectations," model academic standards for Wisconsin schools. They are adapted from the Modern Red Schoolhouse's academic content standards for reading/writing, mathematics, science, geography, and history. These standards are a starting point in a process that will lead to a first-ever set of state model academic standards in Wisconsin by September 1997.

Governor Thompson's 1997-99 budget proposes requiring local school boards to either adopt model state standards or develop their own standards in the core subject areas by August 1, 1998. This would ensure that each district will have rigorous academic standards, but would maintain local control by allowing districts to either choose the model state standards or develop their own based on local decisions.

The 1997-99 budget proposes creation of a Standards Development Council to review Governor Thompson's proposed standards, along with other model academic standards, and to submit a final version of proposed model academic standards for adoption as state model academic content standards. The council will review the standards and implement a strong public engagement process involving key stakeholders to gain valued input and opinion in the development process.

Governor Thompson's 1997-99 budget also proposes requiring local school districts to administer either the state high school graduation test or one developed by the local district, beginning in 1999-2000. Beginning with the graduating class of 2002, students would be required to pass the graduation exam before receiving their diploma. Students who do not pass would not receive a diploma.

Governor Thompson's 1997-99 budget proposes the creation of the Teaching in the 21st Century Commission, which would help improve the future quality of teaching in Wisconsin. The commission would recommend standards in technology to the University of Wisconsin System and Department of Public Instruction for incorporation into teacher licensing standards for both undergraduate teacher education programs and the re-certification of teachers.

Governor Thompson's 1997-99 budget provides approximately $6.5 million for professional development of teachers, University of Wisconsin System and Wisconsin Technical College System faculty training, and faculty technology updates.

Furthermore, the 1997-99 budget continued the state's unprecedented commitment to providing two-thirds of K-12 public school costs at a price approaching $4.5 billion by the 1998-99 school year.

Governor Thompson has proposed a technology initiative to lead Wisconsin schools into the twenty-first century ahead of its peers. The 1997-99 budget proposes a multi-year education initiative called "TEACH Wisconsin--Technology for Educational ACHievement in Wisconsin." This initiative would accelerate the development of the educational technology infrastructure statewide, provide training for teachers and faculty to effectively use technology to improve academic achievement, and ensure that school districts, colleges, and universities are connected to one another and to the world.

TEACH would break down the barriers of distance and time to allow students to learn at any time and in any place by providing $200 million during the next two years, and $500 million over the next five years, for investments in educational technology:

- $100 million for loans to school districts to upgrade electrical and network wiring;
- $65 million for block grants to school districts for educational technology to support schools in meeting their technology needs;
- $8 million for teacher training and staff support;
- $15 million to the University of Wisconsin System to expand and update technological infrastructure, expand use of distance education and Internet, and support faculty as they integrate technology into teaching; and
- $1.6 million for Wisconsin Technical College System for faculty training in the use educational technology.

Governor Thompson's 1997-99 budget and his State of the State initiatives for the next two years envision a complete education package based on positive reforms for teachers, parents, and business leaders to unite around.

Currently, the Milwaukee Public School System (MPS) is setting the bar high with its own rigorous mathematics and writing proficiency exams, which are required for graduation. Students are required to pass the mathematics and writing exams in order to receive their diploma. If you don't pass, you don't graduate.

The first math examination was issued to juniors in 1994-95 and only 21 percent of the students passed. But the 1995-96 examinations saw 98 percent of the seniors pass. MPS expected higher achievement from their students and they go it.

MPS is instituting new graduation requirements demanding students to demonstrate mastery of communication, mathematics and science reasoning for the class of 2004. Beginning with the graduating class of 2004, students will be expected to show proficiency in first-year algebra by the end of eighth grade. MPS is eliminating remedial courses while redesigning its mathematics and science programs.

These high standards are establishing MPS and Wisconsin as national leaders in education reform.

SECTION D: WHAT THE GOVERNORS ARE SAYING

The following excerpts are from 1997 State of the State messages. They show the powerful commitment of Governors across the country to implement higher academic standards, new assessment and accountability systems, and the necessary educational technology to achieve them.

Alaska

Governor Tony Knowles

"We're already working to improve the quality of our schools. In October, I co-hosted Alaska's first-ever education summit with Commissioner Shirley Holloway and ARCO Alaska President Ken Thompson. It laid the groundwork for new standards and accountability and partnering with business in providing future jobs. That's continuing as communities across our state hold their own education summits.

"Now, we need to raise the bar for students, teachers, administrators. Can we agree that high standards for basic courses should be mandatory for all students? Can we agree that we need to get tough on districts that fail to educate our children? Can we agree that teachers and administrators must meet the highest professional standards?

"Can we agree that parents, businesses and the entire community play a key role in making our schools better? Can we agree that computer literacy should be added to the three R's as a fourth basic skill?

"As it leads the charge for tough new standards in our Quality Schools Initiatives, I'm asking the state Board of Education to talk with Alaskans on how to implement these improvements."

California

Governor Pete Wilson

"An education renaissance will take more than bricks and mortar. We must start by setting high standards, testing to ensure our children meet them and then promoting or graduating only those students who do.

"Too many students continue to enter high school unprepared to do high school work. Too many others will graduate from high school and go on to college ... wasting their first year taking remedial English and math they should have learned in the previous twelve years.

"That is why in 1995, we created the California Standards Commission to set world-class standards our children must meet to compete in the global marketplace of the 21st Century.

"But its most urgent and important task is to develop reading and language standards for elementary grades. I ask the Commission and the State Board of Education to do that first and set those standards by this summer -- no later! We can and should have assessments ready to test students on these skills next spring. We can't afford to let another year pass without the assurance that our youngest students are learning the basic skills they need to succeed in life."

Colorado

Governor Roy Romer

"Every day, nearly 650,000 children go off to public schools in Colorado. That's a 15 percent increase in enrollment since 1990....

"We've improved in more categories of the nation's education goals than any other state. Colorado's a national leader in the movement to set academic standards so that students, parents, and teachers have clear expectations about what kids should know and be able to do at different stages of their education.

"We have instituted other reforms as well -- charter schools, and choice within school districts that will continue to make public education better. But there's more to be done.

"On a bipartisan basis we developed far-sighted legislation requiring school districts to adopt tough academic standards. In most school districts they're in place and the preliminary results show that they work.

"But setting standards is not enough. We need accurate measurement of achievement so that we know if kids are making progress, so parents can work with teachers to play a more active role in their child's education. In fiscal year 1998, I recommend that you appropriate $2.7 million to begin our assessments.

"This is a critical investment for our children and we must not backtrack. Let me just say, this is one of the most conservative, I underline conservative, pieces of policy in this statement that I'm making today.

"Let me tell you a story that illustrates this. As you well know I broke my leg. I would go to the doctor every two weeks and he would X-ray it. I was very interested in that process of healing because I wanted that leg to be good. It was going to be a very severe handicap in my life if I didn't have a good leg. So what did I do in those biweekly visits? I said 'Doctor, tell me what a good leg is,' and then second, I'd look at the X-ray and say 'Ah-ha and that's where I am.' And then the third thing was – 'What do I need to do to close that gap?' If I had walked in there and found it wasn't healing, I would have changed my whole lifestyle. You know that. You would too.

"Now that's what an exam and a standard is. Now let me just take that then to a parent with a fourth-grade child. If I were a parent of a fourth-grader, I would want to have, on a periodic basis, something that comes in to my hands that says 'Roy, do you have an educational broken leg?'

Now to answer that question, I need to know what is the educational standard for fourth- grade math?

"Secondly, I need to see the exam. I've got to know where you are compared to a good 'math leg.' And third, by golly, I've got to change our lifestyle in our home so that you close that gap, that you heal that. Now that is the power of assessments and standards.

"It's eventually going to work when we get it on the dinner table, into the discussion between parents and their child. That's what accountability is. It's one thing to hold a school district accountable or a state accountable, but that doesn't change behavior.

"What changes behavior is when you see your kid not going to have a life because he's got an educational broken leg. You will fix it if you know it's broken. We don't know that now. And we're never going to know that until we start this assessment process that really tests what ought to be tested.

"There's a lot of new science in terms of how well we're doing with the world. We're doing average. We should be at the top of that world competitive list. I would like to spend time with any of you new legislators. Come on down, we'll have coffee together. I'd like to share with you ten years of thinking I've had on this issue of standards and assessments. It's the most conservative principle. It's accountability. It's holding you accountable and it says there are consequences for failure.

"That is the most conservative moral code I could lay out to you. Therefore, I reach out to the different political opinions in this body and say let's not start polarizing over this issue of going backwards on standards.

"We're not trying to tell people what their values ought to be, we're trying to tell a fourth-grader whether he is going to make it or not. The worst thing you can do to a youngster is to lie to them about where they are in the competitive forces of the world.

"Now if you don't feel that I believe strongly in this subject, come talk to me! But it's not enough just to have standards and assessments, we've got to get our curriculum materials aligned. There was a study that recently came out called the TIMSS Study. It compared us worldwide.

"The problem with our curriculum is we're too broad and too shallow.... We need to shrink the breadth and increase the depth. In math, it doesn't make any sense if you can do 186 different kinds of fractions if you don't understand the concept of what you're doing.

"So we need to be sure that our curriculum is aligned to our standards. Next we need to see that teachers know how to teach to those standards. My goodness, it is wrong for us to say this is the goal, to expect those kids to get there if we haven't given those teachers the opportunity to upgrade their own skills.

"Last year you passed a law saying that all students need to read by the third grade. That's a good law. I strongly support the idea that we have to ensure that schools and kids have the tools to make it. Kids who are behind need help and I want to work with you so that we can measure our progress to this goal and give districts the incentives and the support that they need to get the job done.

"You well know all kids are not the same and if we want them all to read by the third grade we've got to say to those in the first and second grades that aren't coming along, 'Whoops, folks!' We've got to extend the day, we've got to extend the year, we've got to get some individual instruction.

"It would be cruel to lead those kids down that primrose path and let them fail. Let's pay attention to that...."

Connecticut

Governor John G. Rowland

"When the Educational Improvement Panel shows us a new way to provide equal educational opportunity for all Connecticut students we will follow through.

"We are building a high technology education system that will empower every child to reach his or her full potential. Our young people are returning home helping to build the most educated and skilled workforce in the country."

Delaware

Governor Tom Carper

"In education, we've raise standards in each of the core academic subjects and strengthened graduation requirements.

"Access to the information highway in all public school classrooms will become a reality by September 1998."

Idaho

Governor Philip E. Batt

"Idaho leads in school technology. Thanks to a legislative appropriation, the first ten Technology Incentive Grants totaling $10.4 million have been awarded to faculty members for projects intended to increase the rate of student learning, boost productivity, and control costs.

"About 250 classroom teachers have been trained through Idaho's PBS in how to incorporate technology into day-to-day lessons, and each of them, in turn, is committed to training another ten colleagues.

"Test scores in Idaho's public schools are rising. Our emphasis on setting goals and testing to ensure that the goals are being met is paying off. Idaho's schools are good and getting better."

Illinois

Governor Jim Edgar

"We expect new and tougher academic standards to be in place by this summer.

"Standards for what Illinois students should know and be able to do at every stage of their education. Standards to ensure that all students who graduate from high school will be ready for the workforce of the next century. Standards developed with the aid and advice of community leaders throughout this state.

"We're rapidly improving students' and teachers' access to information on the Internet. Last year we launched an ambitious plan to connect all Illinois schools to the Internet with high-speed T-One lines within four years. We're well ahead of schedule. By the end of June, more than 1,000 of our schools will be connected. By this time next year we will have doubled that number. Through rapid Internet access and better electronic links among schools, continuing education for teachers will become much more available and efficient. And that is important, for as we raise standards and improve technology, we must ensure that we have top-quality teachers to get the job done.

"That is why we will implement recommendations on teacher certification, preparation, and continuing development made by a national commission on which I served, a commission to improve teaching.

"We also want to make better use of another great resource in our state, the Illinois Math and Science Academy, where many of the best and the brightest in our state teach and are taught. Academy researchers and educators, working with the State Board of Education and Board of Higher Education, will use their skills to transform the teaching of math, science, and technology in schools across Illinois."

Indiana

Governor Frank O'Bannon

"Tonight, I ask you to join me in making dramatic changes in state education policy, the 21st Century School Improvement Plan. Our initiative is a sweeping overhaul that combines far greater local control with higher standards and accountability for results....

"I ask for your enthusiastic support for the 21^{st} Century School Improvement Plan. This new approach to state education policy will require that the Department of Education take on a new mission: Rather than monitoring schools for regulatory compliance, it will mentor them to meet higher standards…."

Iowa

Governor Terry E. Branstad

"Our challenge is to design schools that will keep Iowa at the forefront of educational excellence for the twenty-first century. We need to benchmark how our schools measure up to the highest levels of academic achievement in the world. To accomplish that, I will appoint a Commission on Educational Excellence for the 21^{st} Century. This bipartisan group of citizens will assist us in developing a vision for strengthening Iowa's leadership in education."

Maine

Governor Angus S. King Jr.

"In education, just two weeks ago, Maine schools were ranked in the top ten nationally, and our kids are consistently in the top ranks in elementary reading and math. But we can do better, and the next step is to adopt a set of clear, consistent, and high standards for our students and their schools, the Maine Learning Results, which will be before you later this winter. This step, coupled with support for professional development and assessment of whether the standards are being met promise the greatest step forward in Maine education in more than a decade…."

Massachusetts

Governor William F. Weld

"I take pleasure in announcing also that once again this year, we will fully fund education reform, increasing the commonwealth's contribution by almost $300 million. There is no question that that is a lot of money. Getting our schools in shape is going to cost us. But if we allow our children to grow up ignorant, it's going to bankrupt us.

"The latest test results show that almost half our tenth-graders are functionally illiterate, and less than 25 percent can communicate well or think critically. Those numbers should be as alarming as a fire bell in the night.

"We desperately need to implement the Board of Education's tough new curriculum standards and test students against those standards, with consequences for failure. Without strict standards, we will fail in a fundamental goal of public education – giving kids the skills they need to hold the jobs of the future.

"In addition to the basics – math, science, English, and history – our students must learn foreign languages, to let them participate in the new global economy."

Michigan

Governor John Engler

"Being for public schools means holding all of our schools accountable -- accountable to parents, to employers and to taxpayers. Being for public education means insisting on high standards and rigorous tests to measure our progress.

Being for public education means empowering teachers, defending local control and disclosing to parents how schools measure up -- with other areas schools, with schools statewide, nationwide and worldwide.

Minnesota

Governor Arne H. Carlson

"Our high school students must be prepared to work in a high-tech economy. But the red flags are waving. In a recent study, 42 percent of our employers report that our high school graduates lack necessary skills in reading, writing, and math. And with one of the nation's tightest labor markets, demand for skilled workers will only increase.

"By the year 2000, 70 percent of all jobs will no longer require a college degree. But they will require workers to have basic reading and math skills. However, our standardized tests tell us that one-third of eighth-graders failed basic math and one-fourth failed basic reading. And 50 percent of the students in Minneapolis and St. Paul drop out.

"Well let me tell you, my friends – no successful community allows its children to fail.

"And what is the price of this failure? From funding faulty outcomes through remedial education to the growing cost of our corrections system and welfare rolls, we spend upwards of $2 billion annually on the cost of failure. And this cost will only increase unless we focus on those children who are not making it.

"We must do better. Last month I announced a package of reform to make schools accountable to students and families. We want to:

- "Establish a statewide test to measure the performance of our students and our schools.
- "Drive decisionmaking to the local level and allow school boards to enter innovative performance contracts to better student achievement.

- "Develop charter schools free from government restrictions so they can use creative strategies to tickle the minds of our children.

- "And link every Minnesota school to the Internet and ensure that every student has access to a computer. I want Minnesota to be the number state in computer technology."

Nebraska

Governor Ben Nelson

"It is said that our children are 20 percent of our population, but 100 percent of our future. And perhaps no issue is more important to that future than education. This past year, we brought together parents, teachers, administrators and business leaders for the first Nebraska Education summit. We now have a draft of statewide academic standards that will go to the public for comment this spring.

"I strongly support the idea of establishing broad standards and letting communities decide how best to meet them. And I believe these standards are necessary if we expect our children to be ahead of their competitors in the global marketplace of today and of the 21st century."

Nevada

Governor Bob Miller

"Let us declare: Today is the beginning -- of the end -- of our surrender to mediocrity.

"We will establish higher standards in core subjects like math, science, reading, writing, and social studies, within one year.

"It is vital that extensive testing will be used to measure the progress our students are making toward meeting the higher standards we have set. In my budget you will find an allocation for the most comprehensive program of testing in our state's history.

"These tests will tell us how well our students are learning, what our schools are teaching, how they are doing compared to other students in Nevada and their peers around the country.

"These tests are not to criticize, but to correct. They empower us to take the course of action necessary to ensure our children are receiving the education we want them to have, they need to have, and they deserve to have.

"And if those tests or other indicators show a school is not performing well, not providing a quality education, then we must take action.

"I propose an accountability program that builds on the work Senator Bill Raggio has pioneered -- work we will take a step further. Today, when a school is not performing, plans are drawn up, but all too often they never leave the drafting table.

"Let's send this message loud and clear: We, the leaders of this state, will no longer tolerate schools that are not meeting their commitment to Nevada's students.

"If a school demonstrates poor performance over time, has been warned, and has not repaired its problems, a state inquiry team will be impaneled. This team, including educators from inside and outside the district, teachers, administrators, and parents, will conduct a comprehensive investigation of that school. They will have the power to ask the questions - the tough questions. They will examine all aspects of that school's procedures, without restrictions or preconditions. This inquiry team will be charged with delivering their no-holds-barred report in an open meeting. Participation will be mandatory for teachers, administrators, and local school board members.

"But for this accountability program to really make a difference it will be essential that parents are also involved. To you, the parents, I say this -- do not leave the education of your children in my hands, the legislature's hands, or in the hands of educators alone. There is no substitute for your direct and constant involvement in your children's education."

New Hampshire

Governor Jeanne Shaheen

"As Governor, I will be convening an education summit to focus on this most critical issue. This education summit will bring together teachers and parents, administrators and academics, students and business people -- every sector of our society. Our goal will be to create an action plan to ensure that education in New Hampshire helps our children meet the challenges of the next century. Because the quality of our schools and the education our children receive affect every one of us."

New Jersey

Governor Christine T. Whitman

"I am truly excited about what the future holds for the children of this state. Our new core curriculum standards mean that every New Jersey student in every classroom in every school in every district, in this state is going to learn what he or she needs to succeed in the next century -- every student.

"The development of a rigorous core curriculum is the bedrock of our efforts to improve education in New Jersey. Some have said that these standards will lead to a "dumbing down" of education across our state. Nothing could be further from the truth.

"And not only have we established rigorous standards in science, math, English and social studies, we have also included other subject areas that reinforce these disciplines.

"After all, isn't that the point of a good education -- learning how too apply everything one learns to a variety of situations? Our education plan also recognizes that everything one learns in school doesn't have to come from within the walls of the building."

New York

Governor George E. Pataki

"Through the Wired for Education program, last year we gave more than 3,000 schools in New York State the wiring they need to log on the Internet. Making this happen was a mammoth undertaking.

"Like all endeavors of virtue, it brought out the best in our people. It involved business and labor. School teachers and school boards. Parents and principals. Superintendents, cable television stations, and newspaper publishers. It involved the New York State Board of Regents and the New York State United Teachers.

"So many were instrumental in wiring the schools. AT&T contributed and is now helping schools get on line. State Technologies, a small firm here in Albany, organized the entire effort, and they deserve our deepest thanks.

"But the spirit behind New York Wired for Education is best exemplified by the members of a group called the Telephone Pioneers of America, a group of retired telephone workers. On wiring day, they were out in force – making this high technology barn-raising a success.

"Now, we must build on this partnership. We've given schools the wiring, now let's get them the computers they need. The budget I present will begin our multi-year commitment that will triple the money the state gives local schools to buy computers. With private help, labor, and volunteer support, let's pledge today that between now and the turn of the century, we will have a computer available for every student in every school."

North Carolina

Governor James B. Hunt Jr.

"I am talking about raising academic standards, holding students and schools accountable for their progress, and making sure students learn the basics and the skills they need to get a good job.

"Higher standards and better teachers, that's number one."

North Dakota

Governor Edward T. Schafer and Lt. Governor Rosemarie Myrdal

"First we must develop K-12 education content standards and assessment methods.

"In every profession, organization or business in our society, standards are considered a good thing. Electricians, acountants, engineers, lawyers, doctors all have high standards. When we hear that someone has "high standards" we think, great!, and we feel confident and reassured. But somehow, applying standards in education is, in the minds of some people, ill-conceived, threatening or unnecessary.

"I hope that we can get beyond this in North Dakota. This proposal to establish standards is not an exercise in social engineering; it is not an effort to produce cookie-cutter children; nor is it an attempt to control the destiny of all our youth. Our goal for North Dakota is to adopt world-class academic standards to give all our children a world-class foundation for their future."

Ohio

Governor George V. Voinovich

"With the strong support of the General Assembly, Ohio is a national leader in bringing twenty-first century technology into our classrooms through SchoolNet and SchoolNet Plus.

"Our new budget recommends using $30 million in excess lottery funds toward our SchoolNet wiring initiative to help schools remedy the electrical problems that some have encountered. We are also recommending additional dollars for professional development to make sure our teachers are prepared to use this vital resource....

"I'm also encouraged that the State Board will soon complete its good work on developing a core set of student standards. Our school improvement agenda obviously centers around our students achieving higher results, and I believe these academic and vocational standards will represent another important step toward that goal."

Oklahoma

Governor Frank Keating

"Wayne Allen of Phillips Petroleum convened a similar summit here in Oklahoma. It brought together legislative leaders of both parties, business executives, school officials, representatives of teacher associations and many others concerned with quality education.

"We locked ourselves in a room and had an open, honest talk about our schools. Never before have such diverse groups come together to carry on such a conversation. I can report to you today that we reached general agreement on some basic principles, They mirrored those that emerged from the National Education Summit, and I believe, reflects the hopes of our people.

"Our schools need a stronger, tougher curriculum. They need less regulation and more involvement by parents, business and the community. Yes, they require adequate funding, but funding must go hand in hand with real reform.

"We must consider and pass such reforms as ... tougher academic standards that require all Oklahoma high school students to take four years each of math, science, English and social studies -- a core curriculum that would make our schools the most demanding in America."

Pennsylvania

Governor Tom Ridge

"We will measure performance with improved statewide testing. And in the coming weeks, my administration will announce new academic standards. We will start in the primary grades, and we will start with reading and math. We will insist upon standards that parents can tape to the refrigerator and talk about with their children.

"Because of that strong belief, I have called upon the Secretary of Education to raise the standards to become a teacher in Pennsylvania. Recently, a professional education journal noted that Pennsylvania has, on average, the fourth highest salaries in the nation – yet our teaching report card read C+. Ironically, only a C+ is required to gain admission to our state's teaching programs. C+ is average. Nothing wrong with average. But average isn't what we want from our teachers. At a time when we're raising the standards for our students and schools, we must raise them for our teachers too.

"In higher education, we've increased funding by nearly $20 million for our state-owned and state-related universities. And while we send money directly to higher education, we ought to make money for higher education available to our students too."

South Carolina

Governor David M. Beasley

"I have created what I call the PASS Commission, which stands for Performance, Accountability and Standards for Schools. My appointees are with us tonight, and they are some of the top minds in the world of business and education. Most of them are also parents. I ask them to stand and be recognized.

"Our PASS commissioners will spend the next six months identifying back-to-basic, globally competitive academic standards. And I am asking the PASS Commission to tell us nothing less than what every student should know along the road to graduation and how they can reach those standards."

Vermont

Governor Howard Dean, M.D.

"Two-thirds of the fourth-graders in this country are not reading at a level required for success. It is my goal – and Commissioner Marc Hull's goal – that every child in Vermont be a competent reader by the end of grade three. We have put money into the budget to improve early reading habits....

"We will work to improve the relationship between higher education, vocational education and K-12 education over the rest of this decade. I applaud the State Board of Education and Commissioner Hull for instituting statewide testing for every student in Vermont. For the first time, we will have an accurate method of comparing our schools with each other, and with schools around the country. I believe the school assessment tests will show two things. First, Vermont schools are better than we think they are. And second, there are areas in which we can improve significantly."

Virginia

Governor George Allen

"Two years ago, we embarked on an essential new course for our public schools. We have developed clear, rigorous academic standards in the four major disciplines of English, math, science and history. We have established accountability through testing in the third, fifth, eighth, and eleventh grades to measure student progress based upon our high academic standards. And last year, you approved my recommendation for the largest increase in funding for education in our commonwealth's history – more than $1 billion. But, for the first time, instead of only throwing more tax dollars at education, we linked that increased investment with academic reforms and the accountability that comes with measurable results.

"Our Virginia Standards of Learning have received praise from quarters as diverse as the chairman of IBM and the president of the American Federation of Teachers. Other states are embracing them as model academic standards. While many across the nation talk about the need for higher academic standards, we in Virginia are acting and leading to prepare our schoolchildren to succeed.

"This year, because of our strong, growing economy and resulting tax revenues, we have opportunities to continue Virginia's educational improvements.

"I propose that we provide additional funding to acquire quality instructional materials – including textbooks – which correlate to our new Standards of Learning."

Washington

Governor Gary Locke

"Now it's time to...solve problems and achieve results in our education system. We have to do a better job of making our schools safe and ensuring that students respect their teachers and each other.

"We must hold both schools and students accountable for learning, not just for following all the rules or sitting through the required number of classes. We will not break our promise to raise academic standards. Every third-grader must read at the third-grade level, and every high school graduate must master basic academic skills and knowledge.

"To meet these ambitious goals, our schools need a stable base of funding, including the ability to pass school levies with the same simple majority that it takes to pass bond measures to build other public facilities.

"But money alone is not the whole solution. Greater accountability -- coupled with more local control and more flexibility is also essential to school improvement. To meet the growing demand for education in our colleges and universities, my administration will present a proposal to increase enrollments, to improve quality, and to provide more management flexibility while insisting on greater productivity and accountability.

"To do all this, we will make education the first priority in every budget we write."

West Virginia

Governor Cecil Underwood

"In the January 22 issue of *Education Week*, the state is ranked near the top in several major categories of performance.

"West Virginia is ranked number one in the nation in effort – the financial investment made relative to per capita wealth. We are also ranked second in the nation in equity – the measure of the equality of per pupil spending. We are second in the nation in the use of computers for teaching and learning.

"We have become a national leader in some very important measures of education quality.

"I am determined to build upon this solid foundation. Even in years of limited resources, education must remain our first and foremost priority….

"The *Education Week* study indicates that we need to improve the preparation of teachers. For years, this essential responsibility has foundered between the State Board of Education and the higher education system.

"Now it is time to forget about turf and concentrate on teaching. Tonight I challenge both systems to work to improve teacher training to raise and toughen entrance standards, to require more subject matter concentration, and to require the post baccalaureate study be concentrated in the teacher's discipline. The Center for Professional Development must focus its programs on school management, academic excellence, and adapting its programs to the local needs of each county."

Wisconsin

Governor Tommy G. Thompson

"Tonight I am proposing model academic standards in math, science, English and language arts, geography, and history. I'm bringing these standards forward as the starting point in a process that will lead to a first-ever set of state model standards.

"These are not squishy cultural or social standards. I'm talking about strict academic standards in core subject areas. For example, our math standards require each student to calculate with efficiency and accuracy; selecting appropriate methods and procedures. In history, each student must be able to identify, cite and discuss important historical documents that have influenced government in the United States and explain the nature of their influence.

"And we even have a standard I know everyone in this chamber will like – a standard for our aspiring journalists. It requires that each student distinguish fact from opinion in an article, identify propaganda techniques and fallacious reasoning, and integrate knowledge from the article into prior knowledge about the topic.

"These standards represent the fundamental knowledge and skills our students must have to succeed in the workplace.

"And these standards should be tested in a high-stakes graduation test. You don't pass, you don't graduate.

"If you can't do basic math. If you can't read a job application. If until this past Sunday you thought the French Quarter was in France, you have not earned the honor of being a high school graduate in America's State.

"MPS is proof that standards drive excellence. When the first students took their graduation math test, only 21 percent passed.

"But instead of making the test easier and lowering the bar of excellence, MPS and its math teachers made sure their students crossed the bar. Last time out, 96 percent of the students passed the test.

"Let me introduce you to Technology Education Achievement in Wisconsin, or simply, TEACH Wisconsin. A $200 million investment in the future of our classrooms over the next two years. And a $500 million investment over the next five years. TEACH Wisconsin is my commitment to ensuring every school, every student, and every teacher has the hardware, the software, and the knowledge to open new education worlds through the use of technology. TEACH Wisconsin will put the world at the fingertips of every student. It will liberate teachers and students from the bounds of classroom walls. TEACH Wisconsin will break down the barriers between educational institutions, making the university and technical college systems relevant to students years before they hear their first pomp and circumstance.

"The only tether in education will be the size of our imaginations and our willingness to apply the resources at our disposal."

Wyoming

Governor Jim Gerringer

"The "basket of goods" for knowledge and skills needed by all students is defined. Responsibility for setting standards of achievement and assessing the results will lie with the State Board of Education. There has been very little disagreement or controversy over this part of the remedy. Equity of programs should be viewed as equity of opportunity, not equity of achievement. Responsibility for learning still resides with the student.

"The delivery system is where we start to see the need for some heavy lifting. Where the state's responsibility is to set standards, define the means of assessment, determine the funding, help finance construction and then get out of the way. It is the responsibility of the local districts to decide how to meet the standards. The state defines the result, the districts decide the methodology. Community based and community accountable."

CODA

The importance of higher academic standards, assessments, and accountability systems is now recognized as a priority throughout the nation by the public and by our leaders. Support for higher academic standards rises above partisanship and special interests. The direct link between this work and the future of the nation and its children is clear.

Visible and powerful public leadership is necessary to accelerate the current rate of change and ensure that efforts in every state and local school district throughout the country move forward swiftly and effectively.

Achieve's Board of Directors and staff will continue to provide public leadership to support higher academic standards. They will highlight effective practices, provide technical assistance, make the case for additional effort and focus, and leverage opportunities to help all students achieve at the highest levels.